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PROGRAMME
OF
STUDIES
FOR
THE SCHOOLS OF MANITOBA



PRICE 25 CENTS

GRADES VII TO XII, INCLUSIVE

Authorized by the Minister of Education for the
School Year beginning July 1st, 1940

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R. A. Storch

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PROGRAMME OF STUDIES
FOR THE
SCHOOLS OF MANITOBA
1940 - 1941



GRADES VII TO XII, INCLUSIVE

CURRICULUM REVISION

The whole Programme of Studies for the Schools of Manitoba is in process of revision.

A tentative programme for Grades I to VI is in operation at the present time. This year will be regarded as a period of experiment and trial, and teachers are urged to study carefully the general principles underlying the revision and to co-operate with the Department in the work of adjusting the content of the curriculum and the teaching procedures to the changing social conditions of the present day.

New texts and teachers' reference books may be tested upon permission of the Department of Education. Teachers who wish to experiment with a course of study not in the Programme of Studies should consult with their Inspectors and then apply to the Superintendent.

PROGRAMME OF STUDIES

TEXT BOOKS (GRADES I TO VI)

Used in Schools of Manitoba, Grades I to VI, 1940-1941

Any book or reference book not obtainable from the local dealer will be sent post paid upon receipt of the price indicated. Address communications to the Manitoba Text Book Bureau, 146 Notre Dame Ave. E., Winnipeg.

Reading—	GRADE I	Prices
Highroads to Reading—		
Primer.....		\$.25
Book I.....		.25

Music—		
Sixty Songs for Little Children.....		.75

Reading—	GRADE II	
Highroads to Reading, Book II.....		.30

Drawing—	
Course as outlined in Teachers' Guide.	

Spelling—		
The Canadian Speller, First Book.....		.25

Music—		
Sixty Songs for Little Children.....		.75

Reading—	GRADE III	
Highroads to Reading, Book III.....		.35

Music—		
Sixty Songs for Little Children.....		.75
The Treasury Sight Reader I.....		.15

Drawing—	
Course as outlined in Teachers' Guide.	

Spelling—		
The Canadian Speller, First Book.....		.25

Writing—		
Palmer Method Handwriting, Grades III and IV (one book) (optional)		.15
Palmer Method Handwriting may be used where teachers desire it.		
Pupils using Palmer Method require foolscap or an exercise book for practice purposes.		

GRADE IV

Reading—	Prices
Highroads to Reading, Book IV.....	\$.40
Writing—	
Palmer Method Handwriting, see Grade III (optional).	
Arithmetic—	
The Manitoba Arithmetic for Elementary Schools, Grade IV.....	.15
Geography—	
The Book of Boys and Girls Round the World.....	.65
Music—	
The Manitoba Song Book, Melody Edition.....	.55
The Treasury Sight Reader, Book I.....	.15
The Treasury Sight Reader, Book II.....	.15
Drawing—	
Course as outlined in Teachers' Guide.	
Spelling—	
Canadian Speller, Book I.....	.25

GRADE V

Reading—	
Highroads to Reading, Book V.....	.45
Writing—	
Palmer Method Handwriting, V and VI (one book) (optional).....	.15
Arithmetic—	
The Manitoba Arithmetic for Elementary Schools, Grade V.....	.20
Geography—	
Public School Geography.....	1.20
History—	
Pages from Canada's Story, Books I and II.....	.90
Pupils will take Part I in this Grade.	
Music—	
The Manitoba Song Book, Melody Edition.....	.55
The Treasury Sight Reader, Book II.....	.15
Drawing—	
Course as outlined in Teachers' Guide.	
Physiology and Hygiene—	
Canadian Health Book (Ontario Public School Health Book).....	.25
Spelling—	
Canadian Speller, Second Book.....	.30

GRADE VI

Reading—	Prices
Highroads to Reading, Book VI.....	\$.45
Writing—	
Palmer Method Handwriting (optional). See Grade V.....	.15
Grammar—	
An English Grammar for Public Schools.....	.30
Arithmetic—	
The Manitoba Arithmetic for Elementary Schools, Grade VI.....	.20
Geography—	
Same as Grade V.	
History—	
Same as Grade V. Pupils will take Part II in this Grade.	
Music—	
The Manitoba School Song Book, Melody Edition.....	.55
The Treasury Sight Reader, Book III.....	.15
Drawing—	
Course as outlined in Teachers' Guide.	
Physiology and Hygiene—	
Same as Grade V.	
Spelling—	
The Canadian Speller, Second Book.....	.30

COMBINING GRADES VII AND VIII

The programme outlined for Grades VII and VIII covers *two years'* work, but it has been planned to permit the teaching of the two grades in the same class as far as possible in any school where conditions make such a combination both feasible and desirable.

No student will be promoted to Grade IX until he has spent two years on the work prescribed for Grades VII and VIII, and completed the Course satisfactorily.

Classes may be combined in:

- | | |
|-----------------------------|------------------------------------|
| (a) Writing. | (f) Geography. |
| (b) Reading and Literature. | (g) Music. |
| (c) Spelling. | (h) Art. |
| (d) Composition. | (i) General Science. |
| (e) History. | (j) Health and Physical Education. |

It is *not* possible to combine these grades for instruction in English Grammar Mathematics, or Foreign Languages.

PROGRAMME FOR 1940-41

Where these Grades are combined for instruction the programme for 1940-41 will be as follows:

- (a) Writing as prescribed.
- (b) Reading and Literature as prescribed on page 7.
- (c) Spelling as prescribed.
- (d) Composition as prescribed.
- (e) British History.
- (f) Geography—Grade VII.
- (g) Music—Grade VIII.
- (h) Art—Grade VIII.
- (i) General Science—Grade VII.
- (j) Health and Physical Education as prescribed.

In English Grammar, Mathematics and Foreign Languages each grade must follow its own prescribed course.

COURSES

GRADE VII

INTRODUCTION TO COURSE IN ENGLISH LITERATURE

Grades VII and VIII

To set the pupil out on his own search for truth, to kindle in his heart the love of beauty—nothing less than this is the business of the teacher. Therefore, Appreciation and Inspiration must be one's watchwords in dealing with Literature. To that end, a longer, and, we hope, a richer programme is here suggested, in the hope that a wider acquaintance with the makers of "our sweet English tongue" may bring our children under the spell of their magic, and lead them into a world which will always have new and greater wonders for them to explore.

In the planning of the new course, the chief aim of the Committee has been to encourage an extensive, rather than an intensive study of literature; to give the children a wider experience; and to encourage reading for pure enjoyment, for the love of the good and beautiful in writing, and for an understanding of human relationships and spiritual values.

A mechanical treatment of this course is not desirable. Nothing, we feel, will so surely destroy the appeal of literature for the child, as will making the subject an excuse for dictionary study, paraphrasing, the writing of themes, and grammatical analysis.

Let the teacher read and study and fully understand the work; let him feel the beauty of thought and rhythm; and let him train and use his voice as an instrument to express his feeling.

Reading and Literature (1940-41)

A. TO BE STUDIED IN CLASS—

(a) *Canada Book of Prose and Verse, Book I* (where grades are combined, Book II). (Price, .50).

(b) Any one of: *Julius Caesar* (Price, .22); *A Midsummer Night's Dream* (Price, .22); *The Merchant of Venice* (Price, .22); *The Taming of the Shrew* (Price, .20); *As You Like It* (Price, .22); *Romeo and Juliet* (Price, .22);

Teachers should have their pupils memorize a number of the finer passages.

Where grades are combined, the play taught in 1939-40 should not be taught in 1940-41.

The Canada Books Manual, Book I (Price, .50) is recommended as a reference book for teachers.

B. HOME READING (Pupils will read four books)—

	Post paid
Homer's <i>Odyssey</i> (abridged translation by F. Heap).....	\$.75
<i>Aesop's Fables</i>.....	.50
La Prade: <i>Alice in Orchestrabilia</i>	1.10
Carroll: <i>Alice in Wonderland</i>.....	.45
Montgomery: <i>Anne of Green Gables</i>	1.00
Salten: <i>Bambi</i>.....	.95
Wiggin: <i>Bird's Christmas Carol (The)</i>.....	.30
London: <i>Call of the Wild (The)</i>.....	.45
Frey: <i>Camp Fire Girls at School</i>.....	.65
Chaucer: <i>Canterbury Tales</i>.....	.70
Webster: <i>Daddy Long Legs</i>.....	.95
Andersen: <i>Fairy Tales</i>.....	.45
Spenser: <i>Faerie Queene (The)</i> (Stories from, edited by Jeanie Lang)....	.40

	Prices
Porter: <i>Freckles</i>	\$.95
Grahame: <i>Golden Age (The)</i>.....	.55
Longstreth: <i>In Scarlet and Plain Clothes</i>	2.00
Budden: <i>Jungle John</i>.....	.60
Porter: <i>Just David</i>.....	.95
Kipling: <i>Just So Stories</i>	1.00
<i>King Arthur's Knights</i> (edited by Gilbert).....	.65
Alcott: <i>Little Men</i>.....	.65
Alcott: <i>Little Women</i>.....	.65
Golding: <i>Livingstone, Life of</i>.....	.40
Montgomery: <i>Magic for Marigold</i>.....	.95
Bennett: <i>Master Skylark, A Story of Shakespeare's Time</i>	2.10
Marryat: <i>Mr. Midshipman Easy</i>.....	.45
Rice: <i>Mrs. Wiggs of the Cabbage Patch</i>	1.20
Bacon: <i>Operas Every Child Should Know</i>.....	.95
Kipling: <i>Puck of Pook's Hill</i>	1.00
Wiggin: <i>Rebecca of Sunnybrook Farm</i>.....	.95
Montgomery: <i>Rilla of Ingleside</i>.....	.95
Thompson-Seton: <i>Rolf in the Woods</i>.....	.95
McClung: <i>Second Chance, The</i>.....	.90
White: <i>Man Scent</i>.....	.85
McClung: <i>Sowing Seeds in Danny</i>.....	.90
Lamb: <i>Tales from Shakespeare</i>.....	.45
Hawthorne: <i>Tanglewood Tales</i>.....	.45
Hughes: <i>Tom Brown's School Days</i>.....	.45
Twain: <i>Tom Sawyer</i>.....	.65
Stevenson: <i>Treasure Island</i>.....	.45
Verne: <i>Twenty Thousand Leagues Under the Sea</i>.....	.45

School Boards should see that their school libraries are equipped with this supplemental reading matter for the pupil's use. These books may be obtained post-paid at these prices from the:

Manitoba Text Book Bureau, 146 Notre Dame Ave., E., Winnipeg.

Spelling

Dictation of extracts and words from all authorized texts.
Canadian Speller, Second Book. (Price, .30).

Writing

Adequate daily freehand practice. Careful supervision of all written exercises. Pen and ink are to be used as far as possible in all written work. Time may be reduced when pupils have reached proper standard in any recognized scale.

If the pupils are provided with foolscap they may use the *Teachers and Students Guide to Practical Penmanship* (Price, .40). The *Palmer Teachers' Manual* (Price, .20) and the *Palmer Writing Scales* may be used if preferred; *Complete Master Scale* (Price, .55).

Composition

Oral—Teachers will continue to devote special attention to securing fluency, quality, and correction of defects in speech.

Written—Written composition related to ordinary school work. Topical analysis of literary selections. Preparation of outlines to guide in oral and written expression.

The following are suggested as suitable reference books in Composition for teachers in Grades VII and VIII:

- (a) *The Open Door Language Series*. Grade VII (Price, .65), Grade VIII (Price, .70)
- (b) Wohlfarth-Mahoney: *Self-Help English Lessons, Third Book*. (Price, 1.25)
- (c) Brown: *Creative English* (Price, .55), Chapters I-IX are suitable more particularly for Junior High School Classes.
- (d) *The Model Class Books of English, Books I and II*, in one volume—Teacher's edition. (Price, .65)
- (e) Martin: *English Practice for Grade VII*. (Price, .50)
- (f) Martin: *English Practice for Grade VIII*. (Price, .60)

Grammar

Text: Cowperthwaite and Marshall: *An English Grammar for Public Schools*, pages 54-118 incl. (Price, .30)

HISTORY

British History

In preparing this syllabus your Committee had in mind both teacher and pupil; and to facilitate the work of both has made a rigorous selection of material all designed to show the gradual but continuous development of the original stocks that constitute the British people of today. It will be observed that with the coming of the Normans practically all the elements that entered Britain have arrived. The first five sections, therefore, are devoted to a study of these various elements and of what they brought with them. What the pupil should know is suggested in the subheadings; and this can be taught briefly and definitely without any undue strain upon either pupil or teacher.

Having all the elements of the people collected in an island, we then study how they learn to utilize their aptitudes and resources first in governing themselves and afterwards in reaching out to new fields of endeavor. In studying the early experiments in government during the Middle Ages biography is featured. Each specific advance towards order and liberty is associated with the name of some outstanding character, and what he did is indicated in a sentence. The teacher's opportunity comes in these character studies and in the selection of such details as will make clear to the pupil what was the contribution of each leader and how it was made. All by-paths are ignored for the high-road along which the main advance was directed.

Section Seven is a study of social conditions in a markedly transitional era; and the Wars of the Roses are introduced not to be studied as such, but rather to illustrate the break-down of feudalism and the need of a new type of government in which the interests of the nation as a whole will be put above the interests of one class.

It was the function of the Tudors to supply this national leadership and to win popular support for strong government in a very strenuous age when other nations were threatening national security in England. Of these sovereigns three are selected to show how a national monarchy and a national church were organized, and also to reveal the dawn of new social forces in the "spacious times of Queen Elizabeth."

Though **Section Nine** may appear difficult, by keeping in mind clearness and brevity, it will be possible to show the pupil that this was an age when a middle class Puritan Parliament, that had learned self-reliance and the art of government, refused to have its personal freedom and religious beliefs threatened by an absolute king and insisted on determining what taxes it should pay and what policies it should support. In other words it was demanding responsible government, and the Bill of Rights and the Revolution Settlement in general but tipped the scales to the side of parliament, leaving the future to work out the machinery of party and cabinet

government, whereby the form of monarchy was retained and the principle of parliamentary control made effective.

Section Ten is designed to show how the same period which witnessed the struggle of the middle classes for self-government and religious freedom also witnessed a great expansion of energy in America, India and Africa. This was first the work of England alone, but, after the unions with Scotland and Ireland, one can speak accurately of the British Empire. This should not be attempted in detail; general and sound ideas should be illustrated by reference to the chief landmarks.

In **Section Eleven** the idea is enforced that the scientific attitude towards nature and life in general preceded all improvements in agriculture and industry, and that by quickening thought it also gave direction to the religious impulses and the humanitarian movement.

The last section is an attempt to get perspective in a recent period of history on which there is a confusing wealth of material. Your Committee therefore selected the most fundamental and distinctive experiments of the century to be studied topically; and then called for a brief description of the British Parliament to-day, as also of the British Commonwealth of Nations, in which the British peoples are working out their respective destinies in co-operation with the Mother of Parliaments.

In teaching and class activities the work in Geography and History should be correlated.

SYLLABUS

Section 1—The Beginnings of Civilization in Britain:

- (a) How the "Old-Stone" men lived.
- (b) How the "New-Stone" men lived.
- (c) How the Celts lived.

Section 2—The Roman Eagles:

- (a) Who the Romans were.
- (b) What they did in Britain.
- (c) What they left in Britain.

Section 3—Britain Becomes England:

- (a) Who the Angles, Jutes and Saxons were.
- (b) Where they settled.
- (c) How they lived.
- (d) The coming of the Roman Church.

Section 4—The Coming of the Northmen:

- (a) Who they were.
- (b) Where they settled.
- (c) What they gave to England.
- (d) How they became part of the English nation.
- (e) Alfred and his successors.

Section 5—The Coming of the Normans:

- (a) Who they were.
- (b) Why they conquered.
- (c) What they gave to English unity.

Section 6—Feudal England:

- (a) How King, Lords and Villeins lived in Feudal England.
- (b) The Government of Feudal England.
 - (1) William I and Henry I keep barons in control.
 - (2) Stephen allows barons to get out of hand.
 - (3) Henry II increases royal power.
 - (4) Church and barons unite against King John (Charter).
 - (5) Edward I uses people to balance barons and Church (Parliament).

Section 7—England at the Close of the Middle Ages:

- (a) The Peasants' Revolt.
- (b) Villeins become free.
- (c) Enclosures, wool-growing, cloth manufacture.
- (d) Violence of the age; Wars of the Roses; need for strong Government.

Section 8—England Under the Tudors:

- (a) The King becomes supreme in State (Henry VII) and church (Henry VIII and Elizabeth).
- (b) England under Elizabeth; occupations of the people; the Elizabethan sailors; growing importance of the middle class; literature.

Section 9—Struggle Between King and Parliament:

- (a) Conflict between Stuarts and Parliament.
- (b) Oliver Cromwell and Commonwealth.
- (c) Why the Stuarts were restored.
- (d) Why James II was sent away.
- (e) The Bill of Rights and the Revolution Settlement.

Section 10—Beginnings of the British Empire:

- (a) Early relations of England with Wales, Scotland and Ireland.
- (b) The British in America, India and Africa in search of trade or religious freedom.
- (c) The Union of England and Scotland and of Great Britain and Ireland.
- (d) The discovery of Australia.

Section 11—Peaceful Revolution:

- (a) The Beginnings of the Scientific Movement.
- (b) Improvements in Agriculture.
- (c) The Industrial Revolution.
- (d) The Humanitarian Movement.

Section 12—Modern Britain:

- (a) The Extension of the Franchise.
- (b) Free Compulsory Education.
- (c) Social Legislation.
- (d) The Labor Movement.
- (e) The British Parliament of To-day.
- (f) The British Commonwealth of Nations.

Text—Jones and Parker: *The English People* (Price, .50).

REFERENCE BOOKS FOR TEACHERS

Mackie: *A Short Social and Political History of Great Britain*. (Price, 1.10)

Carrington & Jackson: *History of England*. (Price, 1.00)

Mowat: *A New History of Great Britain* (short edition). (Price, 1.25)

Magraw: *The Story of the British Peoples*. (Price, approx. 1.00)

Patterson: *The Story of Britain*. (Price, approx. .55)

Bell's English Source Books: This is a very excellent series for work in British History. The price of each book is .50. There are fifteen books in the series and each covers quite thoroughly the section with which it deals. A list is available at the Manitoba Text Book Bureau (or see page 70).

MATHEMATICS

Text: Banting, Banting and Brueckner: *Mathematics for Everyday Use, Book I*. (Price, .45)

Manual and Answers for Teachers, Book I. (Price, 85).

GENERAL SCIENCE

I. Fall Plant Studies.

1. (a) *A Simple Study of Flower and Fruit.*

Parts of a flower as seen in two common garden flowers, e.g., nasturtium, sweet pea. Simple explanation of the function of each part. Demonstration of the development of the fruit from the flower. Investigation of the changes in the flower parts as the fruit grows. Field observations on a number of flowering plants to confirm the general points noted in the flowers studied.

- (b) *A Study of the Survival of Plants Over the Winter Season.*

Plants that winter over with little apparent change.

Plants that shed their leaves only. Study the fall of leaves from deciduous trees and the development of buds to carry on growth in the following year.

Plants that die down to the ground.

Plants that die completely, depending for the next year's growth on seeds.

Use of the terms: Annual, winter annual, biennial, perennial.

- (c) *A Study of the Distribution of Fruits and Seeds by Wind, Water, Birds and Man.*

Discussion of the chances seeds have of surviving when distributed by these different agencies. Study of the number of seeds produced by some cultivated plants, weeds and trees. Discussion of the value of over-production of seeds as a "margin of safety" for a species of plant. Study of man's dependence upon this over-production of seeds. (What proportion of the wheat crop must be saved each year for seed?)

- (d) *A Simple Study of the Main Parts of Plants and their Functions.*

Roots of grasses and grains, of root-crop plants, of trees and shrubs. Study of what the root does for the plant (anchorage, securing of

water and soil-substances, storage). Man's utilization of roots (turnip, sugar-beet).

Stems of grains and grasses, of garden flowers, of trees and shrubs. Purposes served to the plant. Uses to which man puts them (trees, grasses and grains).

Leaves of common plants. Simple study to bring out the fact that to most plants they are indispensable, and that such processes as flowering and seed production would fail without them. Study of man's direct and indirect use of leaves. (Trace our supply of grains, meat, dairy products, eggs, etc., back to the leaf.)

2. (a) *Study of Three Plants of the Mustard Family to Bring Out Points of Likeness in their Flowers, Fruits, Roots and Leaves.*

(Candytuft, Wild Mustard, Garden Radish, Shepherd's Purse, Stinkweed, are suggested.) Review of flower parts. Study of the seedling habits of these plants with particular attention to their indeterminate flowering and consequent uneven ripening of seed. Advantages of this to the plant and disadvantages to the farmer and gardener. Pressing and mounting of common wild and cultivated plants belonging to this family.

(b) *A Simpler Study of Grains and Grasses, Emphasizing Heads, Hollow-jointed Stems, Kind of Leaf, Roots.*

Study of the importance of this family to man and how its main characteristics work to his advantage. Comparison of uniform ripening of wheat seeds with uneven ripening of seeds of the mustard family. The great plains and meadows of the world as the general habitat of the many important plants of the grass family.

(c) *A Short Study of Maize (Indian Corn).*

To call attention to the tassels and the cob with its silk and to relate these to flower parts studied in other plants.

(d) *Observation of a Number of Box-elders (Manitoba Maples).*

To find that some bear seeds while others do not. Marking or recording these for reference in Spring study of the flowers of these trees.

(e) *Examination of One Composite Flower Head.*

To call attention to the fact that it is a dense cluster of small flowers. Noting the large number of Fall flowers belonging to this group.

II. Late Fall and Winter Studies.

Changes in Environment of Plants and Animals.

(a) Observation of the position of the sun, its gradual shift and the consequent changes in the length of the day and night. The effect of this on temperature and weather. The relation of these changes to all the autumn changes in plant and animal life.

(b) Learning to read the thermometer accurately. Noting the two ways of marking a thermometer and the reading of freezing point and boiling point on the two scales. Experiments to determine whether pure water always freezes at the same temperature.

Learning how a thermometer works. Experiments to show the expansion through heating of water, air, iron.

(c) Examination of the changes in water when it freezes—change to solid, change in volume, tendency of ice to float on water (importance of this in the freezing of our lakes and rivers), forming of crystals.

(d) Examination of changes when ice melts. Experiment to compare melting point with freezing point. Experiment to find what happens to the temperature of the water in a vessel in which ice is melting. Other substances that change from solid to liquid when heat is supplied.

(e) Investigation of the effect of temperature on the evaporation of water into the air. Disappearance of water from a vessel in a warm room, from a boiling kettle, from a frozen cloth at temperatures below freezing. Recovery of water from the air (experiment with cold plate and boiling kettle). Application of these points to the formation and disappearance of hoar-frost, of dew, of water on the outer surface of a containing vessel, of clouds.

Study of the great movement of water—on the earth; evaporation from seas, lakes, rivers, snow-fields; transportation in the air; precipitation; return to the sea.

(f) Study of the changes in the purity of the water as it flows over or through the ground. Examination of kettles or boilers to find evidence that the water has dissolved some substances. Experiment to find out whether this occurs with rain water or snow water. Experiments in evaporating well water, rain water, snow, distilled water, distilled water with salt dissolved in it. Experiment to show recovery from water of a dissolved salt. How does water become hard? How does the sea become salt? How can we obtain water free from dissolved substances? What uses do we make of this dissolving power of water? What common substances are most soluble? Least soluble? What possible dangers arise from the flowing of water through or over the ground? How can a water supply be kept safe?

(g) Observation of the lengthening of days and the higher sun. Note whether there is any immediate rise in the general temperature. Explain.

(h) Find whether the sun has the same heating effect on white surfaces as on black. Make some application of this.

Find what substances conduct heat well and what substances conduct it poorly. Apply to the wearing of woollen clothing, to the efficiency of fur and feathers as animal covering, to the use of storm windows, hollow walls, etc.

Discuss the problem of our reception of heat from the sun through a space where conducting medium and convection currents are absent. (A simple discussion to bring out the idea of radiation.)

List our common sources of heat and trace them back to the sun. (Burning of wood, burning of coal, electric current.)

III. Spring Studies of Animal Life.

1. (a) *The Life History of a Mosquito, a House Fly or a Potato Beetle.*
How man attempts to control these insects.

(b) *Rapid Increase in Insect Life in Spring and Summer.*

How this is brought about (number of eggs, rapid growth to maturity). Compare with the increase in plants through production of seeds in large numbers.

2. (a) *Frogs and Toads.*

A study of the life history of one of these with special attention to the changes which the animal undergoes in changing from a water animal to one able to live on land. Note that the body-temperature of these animals changes with the temperature of their surroundings. Contrast with birds, with man and other mammals. Value of the toad as an insect-eater.

(b) *A Brief Comparison of the Form and Movements of a Snake with those of Other Animals.*

Note the value of snakes.

(c) *Elementary Study of a Fish.*

Observation of the living animal to find its external parts and their uses, and to note its methods of locomotion, food-taking and breathing.

The list of apparatus and supplies given below is arranged according to the order in which the work is outlined in the syllabus. Some of the apparatus listed in Grade VII is duplicated in Grade VIII. After the work has been covered in one Grade, an inventory should be made of the apparatus on hand before ordering for the next division

The success of the course depends largely upon the provision teachers make to carry on the work in a practical way. Care should be taken to collect biological specimens when they are available.

APPARATUS AND SUPPLIES

(Quantities given are for a class of 12 students.)

I. Fall Plant Studies.

- Gummed paper for labels. 6 doz. test tubes, 6 in. by 1 in.
- 1 doz. sweet peas (fresh). 1 doz. dissecting needles.
- Collecting case (vasculum or other container to keep flowers in a fresh condition).
- $\frac{1}{4}$ lb. cotton batting for stoppers.
- $\frac{1}{2}$ doz. fruit sealers, quart size, "Victory" pattern, wide mouth.
- 2 lbs. formaline (or $\frac{1}{2}$ gallon methyl-hydrate, where preserved specimens cannot be protected against frost).
- 1 doz. magnifiers (tripod or linen testers).
- 1 doz. nasturtium flowers (fresh).
- Seed vessels and seeds to illustrate methods of dispersal (preserved dry in test tubes).
- 6 heads of ripened wheat (preserved dry).
- 1 plant of pepper grass with many ripe pods (fresh or preserved dry).
- 2 plants, winter annual (fresh or preserved dry).
- 1 doz. small branches of tree or shrub (fresh).
- 2 herbaceous perennial (autumn) (fresh).
- 2 small fleshy-rooted biennial (carrot, preserved in liquid).
- 2 fibrous roots, grass, etc. (preserved in liquid).
- 1 doz. stems of grasses, complete (preserved dry in test tubes).
- $\frac{1}{2}$ doz. whole plants, garden radish with 1 doz. flowers and seedpods (fresh).
- $\frac{1}{2}$ doz. whole plants, wild mustard or charlock with 1 doz. branches bearing flowers and pods (fresh).
- $\frac{1}{2}$ doz. whole plants, candytuft or alyssum, with 1 doz. branches bearing flowers and pods (fresh).
- Plant press, or 2 flat boards, 24x9x1 in., 60 four-page sections of newspaper.
- 1 corn plant showing "tassels" on top and cobs on sides.
- 1 young cob with husk removed, showing "silk" (preserved in liquid).

II. Late Fall and Winter Studies.

Changes in Environment of Plants and Animals.

- $\frac{1}{2}$ doz. Florence flasks (500 cc.) with one-holed rubber stoppers to fit.
- $\frac{1}{2}$ doz. beakers (250 cc.).
- 1 funnel (125 mm. in diam.).
- 1 lb. paraffin wax.
- 4 ozs. sulphur.
- $\frac{1}{2}$ lb. potassium chlorate.
- $\frac{1}{2}$ lb. alum.
- 1 funnel (65 mm. in diam.).
- 6 watch glasses, 3 inches in diameter.
- 1 doz. test tubes, $\frac{3}{4}$ in. in diameter.
- 1 doz. test tubes, $\frac{7}{8}$ in. in diameter, with $\frac{1}{2}$ doz. one-holed rubber stoppers to fit.
- 2 Erlenmeyer flasks (250 cc.) with one-holed rubber stoppers.
- 10 ft. glass tubing (5 mm. outside diam.).
- 10 ft. glass tubing (6 mm. outside diam.).
- 3 ft. rubber tubing to fit 5 mm. glass tubing.
- 1 porcelain mortar (60 mm. diam.) with pestle.
- 1 magnifying glass (tripod style).
- 4 oz. bottle, mouth about $1\frac{1}{4}$ in. diam., two-holed rubber stopper to fit.
- 1 piece each copper wire, iron wire, aluminum wire of equal diameter (one-sixteenth to one-eighth in.) and 6 in. long.
- 2 chemical thermometers with C. and F. reading (-10° - 110° C).
- 1 Fahrenheit thermometer for outdoor use, metal frame (with attachments to fasten outside window preferred).
- 2 alcohol lamps (or Bunsen burner where gas is available).
- $\frac{1}{2}$ gallon methyl-hydrate (for lamps).
- 1 yard kerosene lamp wick, 1 in. wide.
- 2 iron rods, $\frac{1}{4}$ in. in diameter, $2\frac{1}{2}$ ft. long.
- 2 retort stands, each with two rings and one clamp.
- 1 package filter paper, 12.5 cm. diam.

III. Spring Studies of Animal Life.

- Living snake.
- Cluster of frogs' eggs.
- Small aquarium (battery jar or similar vessel).
- Larvae of dragon fly or other natural enemies of mosquito.
- 3 doz. house fly or potato beetle.
- Life history of one of the above.
- 1 square yard black mosquito netting for cage.
- Mosquito eggs or larvae.
- Living fish.

Text: Hensley and Patterson: *Science Indoors and out, Books I and II in one volume.* (Price, 1.10) Chapter XII of Book I is omitted in Grade VII.

REFERENCE BOOKS

(A) Biological:

1. Stock: *Handbook of Nature Study.* (Price, 5.60)
2. Smallwood, Reveley and Bailey: *New General Biology, New Edition.* (Price, 2.50)
3. *Bulletins of Provincial and Dominion Governments.*
(For list of Publications, write Publications Branch, Dept. of Agriculture, Winnipeg.)
4. Downing: *Our Living World.* (Price, 2.35)

(B) **Physical:**

Hessler: *Junior Science—Book I.* (Price, 1.50)

(C) **General:**

1. Carpenter and Wood: *Modern Science Series, Book I. Our Environment—Its Relation to Us.* (Price, 1.65)

2. Snyder: *General Science.* (Price, 2.25)

3. Goodwin: *The Prospector's Handbook.* (Price, 2.80)

GEOGRAPHY

(a) Review of Canada and the remaining parts of the British Empire.

(b) Africa and Australia.

Note—Omit the section on General Geography.

The work on Geography and History should be correlated.

Text: Stevenson and Barager: *Public School Geography.* (Price, 1.20)

Reference: Stull and Hatch: *Our World To-day.* (Price, 3.10)

ART

The course in Art includes Art Appreciation and Picture Study in addition to the following syllabus.

The word "design," so often applied to only one class of Art, should be extended in meaning to include every type of piece of Art work.

There exist three different kinds of design:

(a) Naturalistic, (b) Decorative, (c) Constructive.

The work of any year, then, finds here its natural divisions; work in all three should be done in every Grade—the work varying in difficulty according to the Grade; the seasons determine when best to work at any one of the three types.

Roughly the work divides itself as follows:

September and October—Naturalistic Design.

November and December—Decorative Design.

January and February—Teach Perspective Technically.

March and April—Constructive Design.

May and June—Review.

One picture study a month. Correlate this with Composition.

NATURALISTIC DESIGN

This means that an object (flower, person, building) is depicted as seen by any observer; it may be done in any medium—pencil, pen, crayon, brush.

Objects fall under two general classes: Life Forms, Still Life Forms. Both types should be approached without any given technical rules of perspective; let observation be the pupil's first guide; teach him to observe before you teach rules for perspective.

September and October—

1—Brush silhouettes using neutral tint or ink and water.

Aim: Form.

2—Sketching in pencil.

Aim: Form and shading.

3—With brush and color.

Aim: Blending of colors in different tones.

VII

Simple Weed.

Simple Flower.

Simple Landscape.

Simple Weed.

Simple Flower.

Simple Landscape.

Vary Weed Sample.

Vary Flower Sample.

Landscape.

VIII

Weed Cluster.

Flower Cluster.

Landscape.

Weed Cluster.

Flower Cluster.

Landscape.

Vary Weed Cluster.

Vary Flower Cluster.

Vary Landscape.

DECORATIVE DESIGN

This is design not made for its own sake but to beautify some other object. It is, therefore, absurd to have pupils attempting decorative designs without reference to a specific object, to do so is to forget the essential points in decorative designing, *i.e.*, (a) fitness to purpose, (b) adaptation to shape and size of the object to be decorated. Discuss first the objects to which their designs may apply.

Making use of their designs of September and October, train them to translate from the Naturalistic to the Decorative form, and in the practical doing of this, point out the laws of Decorative Design I. You may change the form but not the structure. II. Washes must be flat in any one plane. III. Colors must always be greyed.

Note—If pupils lack creative imagination show them that by applying the straight edge of a mirror to any part of a Naturalistic Design, the mirror in repeating that part suggests a motif symmetrically balanced that can be used. Also allow use of tissue paper and stencils where motifs are to be repeated.

November and December—

	VII	VIII
1—Weed Motif.	Border for Nature Study Book.	Border for Botany Book.
2—Flower Motif.	For all-over Pattern in Wall Paper.	For Wall Paper or Fabric.
3—Landscape in Decorative treatment.	For Poster or Book Cover.	For Wall Paper.
4—Still-life in Decorative treatment.	Christmas Cards or Christmas Poster.	Christmas Cards or Christmas Poster.

January and February—

	VII	VIII
1—Perspective of Circle:	Tumbler + half Lemon.	Tumbler, half filled, + half Lemon.
2—Teach parallel perspective above and below horizon, also to right and left. Show how the simple rectangular object may be turned into a "pile of books," "wood pile," "basket," "chair," "table," etc.	<div style="display: flex; align-items: center;"> <div style="flex: 1;"> <p>Review parallel perspective and teach angular perspective of the simple rectangular object metamorphosing as was done in teaching parallel perspective.</p> </div> </div>	

CONSTRUCTIVE DESIGN

March and April—

Patterns, Working Drawings and Plans:

	VII	VIII
1—Patterns	(a) Box, which pupils may decorate with appropriate design. (b) Pattern of Cylinder with design.	(a) Box Pattern with design. (b) Cylinder Pattern with design. (c) Baseball Pattern.
2—Working Drawings.	(a) Simple Box.	(a) Simple Table.
3—Plan.	(a) School Grounds as they exist. (b) As improved by Shrubbery and Flower Beds.	(a) Home Grounds with Vegetable and Flower Gardens.

May—

This is a good month for review. The season offers new suggestions for Naturalistic Design. Attempt outdoor sketching: Clump of Trees; School Building; School gateway; Old Fence, etc.

June—

Do not drop Art work entirely; let it be respite occupation when the daily assigned work is completed.

REFERENCES IN ART FOR TEACHERS

- Armstrong, et al: *School Art Series*. Renouf Publishing Co., Grades II, III, IV, V, VI and VII. (Price, .35 each)
- Glass, Fred J.: *Drawing Design and Craft Work*. B. T. Batsford Ltd. (Price, 4.00)
- Hammell, Agnes: *Advancing in Picture Study*. W. J. Gage & Co. (Price, 1.00)
- Hedley, R. W. and Manning G. F.: *Elementary Art Series*. Institute of Applied Arts. (Price, .35 each)
- Book 1 (Grades I and II) Book 3 (Grades V and VI)
- Book 2 (Grades III and IV) Book 4 (Grades VII, VIII and IX)
- Jacobs, Harry W.: *The Drawing Teacher*. Bridgman Publishers. (Price, 2.60)
- Kyle, J.: *Design for Industrial Arts (Book 3)—Lettering*. Thomas Nelson & Sons, Ltd. (Price, .80)
- Owen, Mary E.: *Studies of Famous Paintings*. F. A. Owen Publishing Co. (Price, .50)
- Prang: *Art Education for High Schools*. Talens School Products, Inc. (Price, 2.75)
- Tessin, Louise: *Childhood Art*. Milton Bradley & Co. (Price, 2.15)
- Weston, W. P.: *A Teacher's Manual of Drawing* (for Elementary and High Schools). Thomas Nelson & Sons, Ltd. (Price, 1.75)
- Art and Craft Education* (published monthly by Evans Bros., Ltd.). (Price, 4.00)
- Teachers are referred to the Art Section, page 4, of the Requisition for Library Books for 1939, and page 3 of the Requisition for 1940.

MUSIC

- Grade VII as contained in the Special Syllabus of Music, 1937 Edition, for Grades VII to XI. (Price, .30)
- Texts: *Manitoba School Song Book*, Melody edition. (Price, .55)
- The Treasury Sight Reader, Book IV*. (Price, .15)
- References: Walford Davies: *A Four Years' Course in Music* (Price, 2.25)
- This has some excellent suggestions for teachers.
- Hill: *School Music, Its Practice in the Classroom*. (Price, .90)
- Buriannyk: *Principles of Musical Theory with Charts*. (Price, .85)
- Speirs: *How Music Grew*. (Price, .50)

HEALTH AND PHYSICAL EDUCATION

See Grade VIII.

LANGUAGES (Optional)

A foreign language may be studied in Grade VII in the larger schools where it is found possible to provide proper instruction.

(1) Teachers in one-room high schools or in schools not having high school rating (including the one-room rural school) must have special permission from the Superintendent of Education to teach a foreign language.

(2) Only one foreign language may be taught in the one-room school beginning at Grade VII. This language should be the one required by the majority of the pupils desiring to take a foreign language.

French

Aims of the French Course in Grades VII, VIII and IX—

The development of:

- (a) A sane emotional attitude and sympathetic outlook towards the French nation, an interest in the history and institutions of France, an interest in the life and characteristics of its people, leading to an understanding of its contributions, past and present, to civilization.
- (b) An ability to read with comprehension much very simple French reading material, with a view to ensuring profitable and enjoyable use of future leisure time and with a view to developing a sympathetic attitude and a respect for the customs and manners of another race;
- (c) A satisfactory standard of pronunciation, focusing the attention of students upon the characteristics of good speech habits;
- (d) An ability to understand, through the ear, very simple French;
- (e) A *functioning* knowledge of simple important grammatical principles; these grammatical principles will be organized as a means of leading to greater comprehension in reading; *they will not be emphasized as ends in themselves.*

Grade VII—

Texts: Ritchie and Moore: *Nelson's First French Course* (Canadian Edition.) (Price, .70)

Blackie's French Picture Primer, Book II. (Price, .25)

Ceppi: *Petits Contes pour les Petits.* (Price, .25)

1. *An Introduction to France and the French People.*

The following topics offer elastic possibilities for discussion over a period of three years for those beginning the study of French in Grade VII, and over a period of one year for those beginning French in Grade IX:

- (a) The Geography of France.
- (b) The History of France.
- (c) Early History of the French in Canada.
- (d) The Contribution of the French Language to the English Language.
- (e) A brief study of characteristic differences in French and English pronunciation.
- (f) The contribution of France to the world of literature.
- (g) The contribution of the French race to the social, economic and cultural development of Canada.
- (h) Films drawn from a French background.
- (i) The contribution of France to the world of Science.
- (j) The place of France in the world of aviation.
- (k) The contribution of France to the social and cultural development of Europe.
- (l) France and the world of Fashion.
- (m) France and the culinary arts.
- (n) French life and customs.

Note—A pamphlet may be obtained from the Department giving more detailed explanation of the treatment of the above topics.

French

2. *Nelson's First French Course.* Lessons 1-10.

3. Consideration of: "er" verbs,
 numbers,
 months and days,
 for furthering comprehension in reading.

4. Blackie Primer II.

Ceppi: *Petits Contes pour les Petits.*

Note—The treatment of this reading material should be in line with the aims of the French Course. Emphasis should be directed towards:

- (a) arousing an interest in France and the French people;
- (b) an understanding of the main content. *This does not entail a transposition into English;*
- (c) effecting satisfactory pronunciation, through good speech habits and much oral reading.

Suggested Extra Reading Material

Nelson's First French Course, pages 159-165.

Saxelby: *Coquerico* (Ginn & Co.). (Price, .60)

German

Text: Hagboldt and Kaufmann: *Lesebuch für Anfänger.* (Price, 1.00) Pages 1-36 incl.

HOMEMAKING AND GENERAL SHOP

(Syllabus for this work will be furnished by the Department of Education upon request.)

This year Courses will be permitted as part of the Curriculum Revision program. These Courses should be planned to cover a three year period.

In Grades VII, VIII and IX a maximum of one-half day a week may be devoted to a regular course in Homemaking and General Shop Work.

When this work is taught during school hours, the Instructor must be approved by the Superintendent of Education.

Any school district wishing to introduce these courses should consult the Director of Technical Education.

Those teachers interested in these subjects should avail themselves of the Training Courses in Homemaking and General Shop Work at the Manitoba Summer School.

GRADE VIII

No student will be promoted to Grade IX until he has spent two years on the work prescribed for Grades VII and VIII, and covered the courses satisfactorily.

ENGLISH

Reading and Literature

Same as Grade VII.

Where Grade VIII is taught separately from Grade VII—

(a) *Canada Book of Prose and Verse, Book II* (Price, .50)

(b) The Play—see Grade VII. (The play taught in Grade VII should not be taught in Grade VIII.)

The Canada Books Manual, Book II (Price, .50), is recommended as a reference book for teachers.

Spelling

Dictation of extracts and words from all authorized texts.

Canadian Speller, Second Book. (Price, .30)

Writing

Same as Grade VII.

Composition

Same as Grade VII.

Grammar

Text: Cowperthwaite and Marshall: *An English Grammar for Public Schools*, (Price, .30), pages 110-213, incl., and Review.

HISTORY AND CIVICS

Text: Wrong, Martin and Sage: *The Story of Canada.* (Price, .75)

Text for Teachers' Use in Civics: McCaig: *Studies in Citizenship.* (Price, .80)

Reference—Lapp and Ross: *Economic Citizenship.* (Price, 1.45)

Note—A series of plays dealing with major events in Canadian History, written by Ida M. Davidson, M.A., will be found valuable aids in the teaching of this subject. (Price, .25)

Syllabus for Grade VIII History

Section 1—The Country Called Canada.

A—

1. Its Geography, extent, location and climate.
2. Its inhabitants before the white man came.
3. The America that Columbus found.

B—*European Sailors Cross the Atlantic:*

1. Leif the Lucky; Columbus; John Cabot; Jacques Cartier; Henry Hudson.
2. The Jesuit missionaries seek to win converts to the Church.

C—*Exploration in the New Land:*

1. Samuel Champlain begins New France.
2. Samuel Champlain encounters the Indians.
3. The Missions and the Indians.
4. A Bishop, an Intendant, and a fighting Governor hold the country for France.
5. The Travels of Pierre Radisson.
6. La Salle and Verendrye travel West.
7. The King of England charters a great new trading company.
8. English fur-traders find the West Coast.
9. Franklin, Amundsen, Steffanson travel North.

Section II—The People Known as Canadians.

A—*The Indians:*

1. Their homes.
2. Their customs.
3. Their beliefs.

B—*The Habitants of New France:*

1. They find a home.
2. They find food.
3. They find clothing.
4. They set up their altars.
5. They begin trade.
6. They make their laws.
7. They fight their enemies.

C—*The Drama of Nova Scotia:*

1. Two European nations struggle for colonial supremacy.
2. Dangerous days in the wilderness.
3. Canada passes into the hands of the British.

D—*A Stubborn King Costs Britain Her Greatest Colony.*

1. The Puritans seek refuge in America.
2. British traditions are transplanted in the colonies.
3. Their dearly-bought liberty is threatened.
4. British statesmen fail to sway a stubborn king.
5. America breaks from the Mother-land.

E—*More New Homes in a New Land:*

1. The United Empire Loyalists come to Canada.
2. Two new provinces begin.
3. Pioneering in the forests of the North.
4. The Red River Colony is formed.
5. Pioneering on the prairies.

F—*Trouble for the Pioneers:*

1. Famine, flood, severe climate.
2. War of 1812 in the East.
3. Pemmican War in West.
4. Spain and England clash at the Pacific.

G—*Peace is Restored:*

1. Boundaries are fixed, and friendly relations established.
2. Trading companies are merged.
3. Britain enforces law on the Pacific Coast.

H—*Development of a Century:*

1. In communication—railways, steamships, canals, roads, cable, telegraph, telephone, radio.
2. In industry—fruit-farming, wheat-farming, mining, fishing, lumbering, manufacturing, trade and commerce, banking.
3. In social relationships—churches, schools, universities, newspapers, service clubs, relations with other countries, trade unions.
4. In culture—literature, music, art.

Section III—The Canadians Learn to Govern Themselves.

A—*The French Heritage:*

1. The habitant viewpoint.
2. Seigneurial tenure of land.
3. The political power of the Church.
4. The Quebec Act aims to reconcile the French.

B—*The British Heritage:*

1. The Puritan viewpoint.
2. Freehold tenure.
3. The attitude of England toward colonies.
4. The Constitutional Act aims to reconcile the United Empire Loyalists

C—*Misunderstandings and Distrust:*

1. The English-French unfriendliness.
2. The Family Compact quarrel.
3. Lord Durham makes his report.
4. A united Canada is still divided.

D—*Union Means Strength:*

1. Great Canadians—John A. Macdonald, George Brown, Georges Cartier.
2. Confederation is discussed.
3. Nova Scotia is reluctant.
4. Confederation: The B.N.A. Act outlines a plan for governing the new Canada.
5. The West comes in.

E—*Canada To-day:*

1. How her laws are made.
2. How her laws are enforced.
3. How she deals with other nations.

The work in History, Geography and Civics should be correlated.

REFERENCE BOOKS FOR TEACHERS

Laut, A. C.: *Canada the Empire of the North*. (Price, 2.00)

F. W. Howay (ed.): *The Builders of the West*. (Price, 2.00)

Martin, Chester: *Empire and Commonwealth*. (Price, 5.00)

Martin, Chester: *Lord Selkirk's Work in Canada*. (Price, 2.50)

Ryerson Canadian History Readers, by various authors. A good list of titles (73 books), 13 cents each, 10 for 1.00, postpaid.

9 books—Early Explorers.

15 books—New France.

12 books—British North America.

7 books—The Opening of the West.

14 books—Canadian Leaders and Confederation.

9 books—Settlement of the West and Later Explorers.

7 books—The Story of Industry.

Space will not permit the listing of the titles individually. A pamphlet describing the series will be supplied free, on application, to **The Manitoba Text Book Bureau**.

MATHEMATICS

Text—Banting, Banting and Brueckner: *Mathematics for Everyday Use, Book II*. (Price, .45)

Manual and Answers for Teachers, Book II. (Price, .85)

GENERAL SCIENCE

I. Fall Studies of Animal Life.

1. (a) *A Study of Insects.*

A simple study of evidences of insect activities, injurious and beneficial. Collecting of galls, pieces of wood affected by insects, cut leaves, damaged clothing, etc. Discussion of the part insects play in pollinating flowers. (This should be related to the study of flower parts.) Some useful products of insect activities (honey, silk).

A simply study of the external features of a bee or a grasshopper. (Divisions of the body, wings, eyes, antennae, legs. How insects eat, how they breathe.)

General activities and life-history of the insect studied.

General comparison of the insect studied with a few other insects to find what features they have in common.

Study of one other insect life-history with special attention to the effects of its life on its surroundings. (Clothes moth or cabbage butterfly suggested.)

(b) *A Study of Birds.*

The development of a systematic method of observing the characteristics, habits, etc., of birds and of making records of these observations.

The great number of species seen and their differences in size, numbers, food requirements, range, habitat, nesting, social habit. (Some attention may be given to the grouping of birds into water birds, shore birds, ground birds, etc.)

Study of the outstanding points of likeness in birds (feathers, use of fore-limbs for flight, uses of the beak, varied uses of the feet).

Study from picture or diagram of the external parts of a bird commonly noted in descriptions—crown, nape, etc. (This work is merely for assisting in using bird-books to identify birds.)

Study of points in which species differ strikingly from one another, and relation of these points to the habitat and life of each bird. (Feet and beak of hen, duck, woodpecker, hawk, wader.)

Moulting of birds and changes in the color of plumage. Comparison with changes in the coat of animals and the artificial changes man makes in his clothing.

Migration of birds and its relation to food supply and weather. (This should be related to the changes in plant life and to the disappearance of insects.) Wandering flocks of winter visitors and their activities.

Value of birds in holding insects in check. How the value of birds to man is determined by what they eat and how much they eat. Protection of birds by law and by public sentiment. Enemies of birds (cats, squirrels).

2. (a) *The Rodents.*

Points of likeness seen in mice, gophers, beavers, rats, muskrats, rabbits, or other rodents. (Particular attention to the teeth and gnawing habit.) Evidence of the work of these animals. How some of them affect man's food supply and some his forests and buildings. Value as fur-bearers. Possibilities of rapid increase in numbers. Variety of habitat, size, food within this group.

(b) *The larger Carnivorous Birds and Animals and the Effect of their Hunting on the Number of Rodents.*

Effect of man's interference with hawks, owls, foxes and coyotes. Enough study of hawks and owls to know that there are many species, differing in their food-habits and so differing in their effect on the world about them.

(c) *The Grazing and Browsing Animals with Particular Reference to those Man has Domesticated.*

Their feeding-grounds and manner of feeding. The importance to them—and to us through them—of the great grass-land areas. (Reference should be made here to the study of grains and grasses.)

Products of these animals (wool, hides, meat, milk, cheese, butter) and the importance of these products to us. (Emphasis on the fact that these animals convert great masses of vegetation into products of greater use to man.)

Characteristics of these animals that make them valuable to man—tendency to live in herds, docility, hardiness, speed, strength, early maturity.

Some changes man has brought about in them—increase in size, great docility, increase in production of wool, milk, etc. (In some schools this would suggest a study of characteristics of certain breeds of cattle, etc.)

This work may be extended to consideration of:

- (d) *Grades of Dairy Products.*
- (e) *Care in Production and Handling of Dairy Products.*
- (f) *Use of these Products in the Household.*
- (g) *A Similar Study Might be Made of Wool or Leather.*

II. Fall and Winter Studies.

A Study of Air.

- (a) Experiments to prove that air occupies space, has weight, exerts pressure, is compressible.
- (b) Simple barometer to be set up and used as demonstration of air pressure.
- (c) Study of uses to which we put air-pressure. (Drinking by suction and how the same principle is applied in the lift-pump. Study of the mechanism of the pump is not necessary.)
(Air-brakes of trains, etc.)
(Machinery run by compressed air: Drills, riveting hammers, etc.)
- (d) The part air plays in the burning of wood, rusting of iron, keeping us alive and active.
What oxygen is and how much of it is found in air.
How the air acts when oxygen is removed from it.
What happens to oxygen when wood is burned in air, when iron rusts in air, when we take air into our lungs?
How carbon dioxide acts on a fire, on a person breathing it. How it may be detected. How much of it is in the air.

III. Spring Plant Studies.

1. (a) *Germination of Seeds and Early Growth of Plants.*

Testing of grain and weed seeds to find what proportion germinates. Examination of beans, peas and corn to find the embryo plant. Examination of sprouting seeds at different stages to get a clear idea of early growth. Growing of beans alongside wheat or corn to see likeness and differences in their growth. Meaning of the names monocotyledon and dicotyledon with list of familiar plants of each type.

Examination of conditions under which germination will take place. (Is light necessary? Soil? Water? Air? What temperature is needed?)

Examination of condition under which germinated seeds will continue developing.

Treatment of seeds for disease (smut).

(b) *Spring Development in Trees.*

Growth of bud into new twig with leaves or flowers.

(c) *Development of New Plants from Cuttings* (geranium, potato).

2. (a) *Trees.*

Examination of box-elders to note different flowers produced by seed-bearing and seedless trees.

Similar study of poplar or willow.

Value of living trees and of tree-products. General study of the importance of our forests and forest industries. Injuries done to trees by man, by insects, by other animals, by disease. Study of tree-protecting birds (woodpeckers, warblers). Study of our attempts at forest conservation. Protection of trees and shrubs against vandalism.

(b) *Tree Planting.*

Study of the part the green leaf plays in the world. (This is not to be a detailed physiological study, but a simple study of the leaf as an organ which can, in the presence of sunlight, build up water and carbon dioxide into starch, sugar, and wood. This study should refer back to the student's knowledge of carbon dioxide and to his study of the sun as our source of energy.)

(c) *Study of the Giving Off of Oxygen by Plants in Sunlight.*

Use of oxygen to both animals and plants. Absorption of carbon dioxide by plants.

APPARATUS AND SUPPLIES

Note—Quantities given are for a class of 12 students. Certain items appear in more than one section. This permits use of either combination of course.

I. Fall Studies of Animals.

Insect cage, or material for making same.
4 ozs. chloroform. Cage for rodents.
2 lbs. formalin. (Or $\frac{1}{2}$ gal. methyl-hydrate where preserved specimen cannot be protected against frost.)
3 fruit sealers, with screw top. (Pint size.)
2 square feet black wire mosquito screen for covers.
Galls, leaves, wood, etc., showing insect damage.
1 dozen bees or grasshoppers, preserved in alcohol.
Set of stages in life history of moth, butterfly or other common insect.
Mounted bird, or large chart-picture showing parts.
Collection of pictures of birds to be built up gradually. (For which a supply of mounting materials should be on hand: 1 doz. pieces of window glass, 1 doz. pieces cardboard, $6\frac{1}{2} \times 8\frac{1}{2}$ in., and small roll brown kraft paper gummed tape suitable for start.)
Bird Migration Calendar (M.A.C.).
Empty nest on branch as built by a bird.
Living rodent (rabbit, white rat, gopher, etc.).
Wood showing gnawing of beaver or rabbit.
Skull of rodent, showing complete set of teeth.
Mounted specimen or large chart-picture of a bird of prey. (See above.)
Charts or pictures of grazing and browsing animals.

II. Study of Air.

3 quart sealers.	1 barometer tube.
3 pint sealers.	1 lb. mercury.
6 beakers (250 cc.).	1 test tube brush.
2 funnels (65 mm. in diameter).	$\frac{1}{2}$ doz. candles.
2 test tube clamps.	1 small triangular file.
Pneumatic trough.	1 lb. potassium chlorate.
Glass model of a lift pump.	
1 tall hydrometer jar (18 inches).	
2 doz. test tubes, $\frac{3}{4}$ in. diameter with half doz. one-holed rubber stoppers to fit.	
1 porcelain mortar (60 mm. diam.) with pestle.	
10 ft. glass tubing (5 mm. outside diam.).	
15 ft. glass tubing (6 mm. outside diam.).	
3 ft. rubber tubing to fit 5 mm. glass tubing.	
1 J-shaped heavy glass tube, closed at short end, as used for Boyle's Law.	
2 thistle tubes (30 cm. in length).	
1 metre rule, marked in cms. and inches on same side.	
1 8-oz. bottle, neck of bottle about $\frac{3}{4}$ in. in diameter.	
One-holed rubber stopper to fit.	

- 6 round glass plates, 4 in. diam. for covering beakers.
- 1 alcohol lamp, with $\frac{1}{2}$ gal. methyl-hydrate, or Bunsen burner where gas available.
- 2 retort stands, each with two rings and one clamp.
- 1 piece of thin sheet rubber 4 x 4 in. (or toy balloon).
- 4 oz. manganese dioxide (granular).
- $\frac{1}{2}$ lb. hydrochloric acid (commercial).
- 2 oz. iron filings or package of steel wool.

III. Spring Plant Studies.

- 2 ozs. sunflower.
- Small packet radish.
- 2 yards factory cotton.
- 1 doz. test tubes, heavy, with corks for mounting twigs, pods, etc.
- 1 lb. formalin (or 1 pint methyl-hydrate where preserved specimens cannot be protected against frost).
- 2 green pods of pea, bean, etc., opened and mounted in liquid.
- 1 doz. tumblers (smooth, clear glass).
- 3 lbs. bulb fibre compost, or 2 lbs. cocoanut fibre as sold by seedsmen for bulbs.
- 1 doz. twigs of maple with staminate flowers (fresh).
- 1 doz. twigs of maple with pistillate flowers (fresh).
- 6 pairs of staminate and pistillate flowers of willow (fresh or preserved in liquid).
- 6 pairs of staminate and pistillate flowers of poplar (fresh or preserved in liquid).
- Section of tree stem, 1 foot long, with "slab" cut from one side.
- Specimens of tree stem showing injury by insects, tight binding, decay, etc.
- Pictures of tree protecting birds, e.g., woodpecker, nuthatch, brown creeper, etc. (Sap-sucker, harmful.)
- 2 ozs. wax beans.
- 2 ozs. corn (large grains).
- 2 ozs. peas.

Text: Hensley and Patterson: *Science Indoors and Out, Books I and II in one volume.* (Price, 1.10.) Chapter XII of Book I is included in the Grade VIII Course.

See list of references Grade VII Science.

GEOGRAPHY

Pupils not taking *both* French and Latin in Grade VIII must cover the following course:

- (a) The section on General Geography.
- (b) Study of Canada and the United States with special reference to the relations between physical conditions, natural products and industries.

The work in Geography, History and Civics should be correlated.

Text: Stevenson and Barager: *Public School Geography.* (Price, 1.20)

Reference: Stull and Hatch: *Our World To-day.* (Price, 3.10)

ART

See Grade VII.

Reference books as in Grade VII.

MUSIC

Grade VIII as contained in the Special Syllabus of Music for Grades VII to XI. Omit technical study of minor scales. (Price, .30)

Text: *Manitoba School Song Book*, Melody edition. (Price, .55)

HEALTH AND PHYSICAL EDUCATION

Health

1. Circulation.

- (a) Heart, arteries, veins and capillaries.
- (b) Function of blood.
- (c) Things that are harmful to free circulation—tight clothing, over-eating, alcohol, tobacco in any form.

2. Digestion.

- (a) The digestive organs.
- (b) Process of digestion of the four classes—proteins, starches, sugar and fat.
- (c) Quality and quantity of drinking water.
- (d) Conditions harmful to proper digestion of food—injudicious eating, candies, soft drinks, alcohol, tobacco, etc.
- (e) The best kinds of food.

3. Respiration.

- (a) Nose, throat, lungs.
- (b) Oxygen, carbonic acid.
- (c) Conditions harmful to respiration—incorrect posture, nasal obstructions, mouth-breathing, bad air, sleeping with closed windows.

4. A Good Citizen.

- (a) The strength to resist suggestions from others which are harmful, with special reference to refraining from the use of tobacco and alcohol on account of their effect on the development of the body and mind, forming handicaps to efficiency in scholarship and athletics.
- (b) The economic aspect—spending money uselessly with the possibility of bringing the family to the position of dependence on charity. The national waste—lack of value for money and lack of efficiency in business.
- (c) The law governing the use of alcohol and tobacco.
- (d) Safety education in home, industry, farm and travel.

REFERENCES FOR TEACHERS

Publications issued by the Departments of Health and Labour.

Van Buskirk and Smith: *The Science of Everyday Life*. Revised edition, 1930. (Price, 2.35)

Terman and Almack: *The Hygiene of the School Child*. (Price, 3.65)

Williams: *Personal Hygiene Applied*. (Price, 3.25)

Winslow and Williamson: *The Laws of Health and How to Teach Them*. (Price, 1.95)

Hallock and Winslow: *The Land of Health (Junior Children)*. (Price, 1.00)

Winslow and Hahn: *The Laws of Healthy Living (Older Children)*. (Price, .90)

Physical Exercises and Games

Syllabus of Physical Training for Schools, 1933 Edition (Price, .55). This manual must be followed and instruction given daily.

LANGUAGES (Optional)

The language begun in Grade VII should be continued in Grade VIII. Latin may be begun in Grade VIII.

Grade VIII—

French

Aims: See Grade VII French.

Texts: Ritchie and Moore, *Nelson's First French Course* (Canadian Edition). (Price, .75)

Garrett: *Jean Bonnard, Petit Ecolier*. (Price, .25).

Neilson: *French with a Smile*. (Price, .55).

1. *An Introduction to France and the French People*. See programme for Grade VII.

2. Nelson's First French Course. Lessons 11-20.

3. Consideration of:

regular verbs in present tense;

irregular verbs in present tense on

pages 100-118, Nelson's First French Course;
for furthering comprehension in reading.

4. Jean Bonnard.

French with a Smile.

N.B.—See note regarding treatment of reading in Grade VII French.

Suggested Extra Reading Material

Nelson's First French Course. Pages 166-181.

Garrett: *Les Bonnard Chez Eux*. (Price, .40).

Ceppi: *Trente Petits Dialogues*. (Price, .60).

Turnbull: *Les Amis de Jacquot*. (Price, .40).

Aims of the Latin Course—

Latin

The efficient study of Latin should result in the increased ability: (1) to understand Latin words, phrases, abbreviations, and quotations occurring in English; (2) to understand the exact meaning of English words derived from Latin, and to use them accurately; (3) to read English with correct understanding; (4) to speak and write correct and effective English through training in adequate translation; (5) to spell English words of Latin derivation; (6) to observe the principles of English grammar, and consequently to speak and write English which is grammatically correct; (7) to learn technical and semi-technical terms of Latin origin employed in other studies, and in professions and vocations.

The cultural objectives so long neglected in the lower grades through a mistaken conception of method, are now brought prominently to the fore in the content and method of the new text book. It is now fully appreciated that there is no need to postpone the reading of Latin until the structure of the language has been mastered. The ability to read and enjoy a Latin author is only retarded by postponing all connected reading until that author can be read in authentic form. Reading a foreign language, whether ancient or modern, is best promoted by continual practice in reading from the beginning of the study. Reading lessons of meaningful content provide the pupil with a motive for his work, and an immediate objective which he can understand and pursue with conviction. Since the Latin authors are too difficult for this purpose, such content has been provided in scientifically graded stories composed to suit the needs of pupils in the junior grades. The method exemplified therefore, in the new text book as best suited to motivate the study and achieve its immediate objective of enabling the student to read Latin is the Reading Method.

A change of equal importance affects the content of the reading lesson. The subject matter has been made representative of the activities and interests of the Romans. It begins with stories of home life, family relationships, daily work and environment, passing imperceptibly from the concrete realities of life to the moral themes of Roman character, manners and ideals, and telling how these found expression in the events of Roman history and the careers of the national heroes. Stories from mythology illustrate Roman religious thought and familiarize the pupil with much that he needs to know to understand English

literature. The reading content is not only interesting in itself but cultural in the social sense. "*Latin for Today*" is really a text book on Social Studies, covering an important phase of the cultural inheritance of our own civilization.

We believe that the genius of a people and their contribution to civilization can best be appreciated by direct contact with them through their language. The new text book supplies excellent material for this contact. Where time can be found, however, we believe it of the utmost value to introduce easy sight reading from time to time from such supplementary reading texts as "*The Fables of Orbilius*" by A.D. Godley (Edward Arnold, Part I at 1 s., Part II at 1/3, and "*A New Latin Primer*" by Maxey and Fay (Heath-Chicago Latin Series at 90 cents).

Books in English about the Romans also have a place for supplementary reading. The school library should be supplied both with fiction on the Roman period for rapid reading by the pupils, and also with histories and factual descriptions of Roman life and manners to which ready reference can be made for additional information about the conditions of Roman life presented in the Latin lesson. The teacher should encourage such reading by constant reference to the books available, and explanations derived from them to throw light and interest upon the allusions occurring in the lesson.

The more important cultural objectives may be listed formally as follows: (1) development of an historical perspective and of a general background of information relating to the Roman element in our cultural heritage; (2) increased ability to understand and appreciate reference and allusions to the mythology, traditions and history of the Greeks and Romans; (3) development of right attitudes towards social institutions. When the student makes the acquaintance of Roman authors in Grade XI, additional objectives become possible, such as: (4) literary appreciation of great writers; (5) better understanding of literary technique; (6) consequent improvement in the quality of the pupil's written English.

The disciplinary objectives consist of the cultivation of certain desirable habits, attitudes and ideals which are inculcated by the study of Latin, and without which it cannot be studied successfully. Such habits include particularly sustained attention, orderly procedure, and perseverance. The value of accuracy and thoroughness is omnipresent to the student of Latin. The nature of the language confronts him with the constant need for logical analysis. In the process of translation, as we have already pointed out, he learns to transfer these habits and ideals to his work in English. With the apt pupil the transfer of salutary habit spreads even more widely.

In these three groups are outlined the ultimate educational objectives towards which the new course in Latin is directed. The main educational emphasis is intended to be placed first upon correlation with English, and second upon the social content of the Latin reading. The ultimate objectives will be realized best through the achievement by the pupil of accuracy and facility in reading Latin. This is the primary immediate objective upon which the pupil's daily effort is expended. The intrinsic interest of the narrative in "*Latin for Today*" supplies the pupil with a motive for reading and the progressive mastery in reading, which is made possible by the scientific construction of the book, constantly reinforces that motive. The whole course is based upon the Reading Method.

Grade VIII—

Text: *Latin for Today*, combined edition, Gray, Jenkins, McEvoy, Dale. (Ginn & Co.). (Price \$1.00).

Chapters I-XXIV, pages 1-116.

Note for Teachers: Teachers may find some usefulness in a booklet of *Revision Tests*, (Price, .20), issued by the publishers to accompany the first forty lessons of *Latin for Today*. It should be kept in mind that a fundamental objective at this stage is a greater mastery of English through a study of derivations.

German

Text: Hagboldt and Kaufmann: *Lesebuch für Anfänger*, (Price \$1.00), pages 37-96, inclusive.

HOMEMAKING AND GENERAL SHOPS

See Grade VII.

GRADE IX

The subjects of this grade are no longer assigned unit values.

Compulsory Subjects for All Courses

English.
History.
General Science.
Art or Music.
Physical Education.

Optional Subjects (See Notes (a) and (b) below)

(The options should be selected in keeping with the course the student will follow in Grades X and XI.)

Agriculture.
Arithmetic.
Bookkeeping.
French OR French Option (See Note (d) below).
German.
Greek.
Home Economics (See page 21, Homemaking).
Latin.
Mathematics.
Music Option (see page 58).
Practical Arts (see page 21, General Shop).
Shorthand.
Vocational Correspondence (see Note (e) below).

- Notes—(a) Students who plan to follow the Normal Entrance Course in Grades X and XI must elect Grade IX Mathematics and one other subject from the Grade IX Options;
- (b) Students who plan to follow the Matriculation Course in Grades X and XI must take Grade IX Mathematics and a foreign language, from the Grade IX options;
- (c) Students who plan to follow the General Course in Grades X and XI must elect one subject from the Grade IX options. (The General Course does not admit to Normal School, University, or to the study and practice of nursing.)
- (d) Students may elect *either* French OR French Option, but not both.
- (e) Vocational Correspondence may be taken for credit in the General Course only.
- (f) Students who substitute Club Work for Drawing in Grades VII and VIII must take Drawing in Grade IX and students who substitute Club Work for Music must take Music in Grade IX.

ENGLISH

Note—See Introduction to English, Grade VII and VIII, page 7.

1. Class Study—

LITERATURE

- (a) One of the following: *Call of the Wild* (Price, .55); *Path of the King* (Price, .45); *The White Company* (Price, .60); *The Talisman* (Price, .35); *A Tale of Two Cities* (Price, .35); *Robinson Crusoe* (Price, .35).
- (b) *A Treasury of Verse for Secondary Schools, Book I* (Price, .55), Part 2.

- (c) One of the following: *Twelfth Night* (Price, .22); *The Tempest* (Price, .22); *Henry IV, Part I* (Price, .22); *Henry V* (Price, .22).
 Note—The play taught in 1939-40 should not be taught in 1940-41.

- (d) Tennyson: *The Idylls of the King* (Price, .20); *The Holy Grail, Gareth and Lynette*.

In connection with the study of Shakespeare, students should read *The Greatest Englishman of History* by the Rt. Hon. Arthur Meighen (Price, .50). This book should be in every school library.

2. Supplemental or Home Reading—

Students are required to read at least four books in Grade IX and at least four more in Grade X.

	Price
Wilson: <i>Adventurers All</i>	\$0.90
Reade: <i>Cloister and the Hearth, The</i>.....	.45
Dickens: <i>David Copperfield</i>.....	.55
Ballantyne: <i>Dog Crusoe, The</i>.....	.45
Ballantyne: <i>Erling the Bold</i>.....	.55
Alcott: <i>Eight Cousins</i>.....	.65
Porter: <i>Girl of the Limberlost, The</i>.....	.95
Kirby: <i>Golden Dog, The</i>.....	.50
Alcott: <i>Good Wives</i>.....	.65
Scott: <i>Guy Mannering</i>.....	.45
Twain: <i>Huckleberry Finn, The Adventures of</i>.....	.65
Morton: <i>In Search of England</i>	2.75
Morton: <i>In Search of Ireland</i>	2.75
Morton: <i>In Search of Scotland</i>	2.75
Morton: <i>In Search of Wales</i>	2.75
Porter: <i>Magic Garden</i>.....	.95
Hemon: <i>Maria Chapdelaine</i>.....	.50
Johnson: <i>Moccasin Maker, The</i>	1.25
Dickens: <i>Oliver Twist</i>.....	.45
Scott: <i>Quentin Durward</i>.....	.45
Halliburton: <i>Royal Road to Romance</i>	1.39
Parker: <i>Seats of the Mighty</i>.....	.65
Cather: <i>Shadows on the Rock</i>	1.10
Jerome: <i>Three Men in a boat</i>	1.25
Ballantyne: <i>Ungava</i>.....	.55
Goldsmith: <i>Vicar of Wakefield, The</i>.....	.45
Doyle: <i>White Company, The</i>.....	.60

The supplemental reading will be supplied largely through the School Library. These books may be purchased, at the prices indicated, post paid, through the **Manitoba Text Book Bureau, 146 Notre Dame Ave. E., Winnipeg.**

MEMORY PASSAGES

Teachers should have their pupils memorize a number of the finer passages.

COMPOSITION AND SPELLING

In smaller Secondary Schools, first and second years will work together in this subject, but in the two years students must cover fully the course prescribed for these two years.

Since English is the medium of instruction in all subjects, and since clear thinking and clear expression are indissolubly connected—each acting and reacting on the other—there is, on the teacher of every subject in all Grades, an imperative

obligation to secure, during the progress of lessons, clear, straight-forward, and complete expression from their pupils.

The work in Composition should include the structure of the sentence, the study of the paragraph which may illustrate all forms of discourse, the use of the marks of punctuation, letter-writing, simple dramatization, oral drill, and original composition work, both oral and written, on subjects taken from the prescribed literature and on other subjects within the students' experience.

Texts: Anderson and Cowperthwaite: *An English Composition for Secondary Schools, Part I.* (Price, .70)

Canadian Speller, Second Book. (Price, .30). Review.

The following are suggested as suitable reference books in Composition for teachers:

Marsh: *Literary Reading and Composition—Preparatory Course.* (Price, 1.10)

Pickles: *Composition Through Reading—Introductory Book.* Revised edition. (Price, .75)

Tanner: *Correct English—Second Course.* (Price, 1.65)

Craig: *The Speech Arts—A Text Book of Oral Composition.* (Price, 2.00)

Practical English and Effective Speech—(Better Speech Institute of America).

A series of fifteen booklets by Estelle Hunter, Ph.B., boxed complete. (Price, 5.00)

Note—Oral Reading, with proper pronunciation and expression, must be given attention. Writing should be taken into consideration in all written papers.

GRAMMAR

Text: Cowperthwaite and Marshall: *An English Grammar for Secondary Schools.* (Price, .55)

HISTORY

GENERAL HISTORY

The course in History as outlined for first, second and third years, has been drawn up to meet the needs of students who will in the future be citizens not only of Canada but also of the British Commonwealth of Nations, and of the World. The course, in consequence, provides for instruction in Canadian, in British, and in World History.

The fundamental importance of Canadian History, and the desire that it should be studied at a time when the mind of the student is as mature as possible, points to the third year of the High School Course as being its logical position in the course. It is natural, too, that the study of Canadian History should be preceded by a study of British History, which forms for it an indispensable background. Second year would, therefore, be the logical place for British History. This arrangement would leave first year open for the study of World History.

The carefully drawn syllabus *which is the course* in General History will, it is hoped, make the year's work fresh, interesting, and within the capacity of every teacher and pupil. The number of topics has been reduced to a minimum, yet we hope that nothing of vital importance has been omitted. The subject should thus gain in definiteness, and there should be ample time to do some real work on each of the topics, since the teacher will be freed from the necessity of ploughing laboriously through every section of the text. We would suggest that each teacher set himself a schedule of so many lessons on each topic (not the same number for each topic, of course), and by careful previous preparation of his lessons adhere strictly to this schedule. It would seem that the first five or six topics should be covered by December, since there will be five periods a week for this subject in this grade.

The text book recommended has some discussion on every topic of the syllabus; these portions of the text will receive greatest attention and should be linked together for the student by the teacher so as to make the course a coherent whole.

The main purposes of the course are:

1. To instil into the mind of the pupil an appreciation of the progress that mankind has made since the days of our primitive ancestors;
2. To help the pupil understand how this civilization which he sees about him has come into being; to this end the teacher should be sure that each section of the syllabus helps to explain the present; and
3. To have the pupil recognize the fact that in every country there are men of "like passions with ourselves," whose history, like our own, is a record of a struggle from barbarism to civilization, and whose motives actuating them are the same as those which influence us; who are, in a word, fellow-citizens of the world with us.

In the outline, man's progress is examined at certain well-marked stages of his advance to the present. First, we see him as a cave-dweller struggling with all his powers to keep himself alive. Thousands of years later the fertile valleys of the Nile and Euphrates made possible the gathering together of men in large numbers; a leisured class grew up and numerous ideas and practices found now in our civilization appeared for the first time, though the average man remained poor, ignorant, and oppressed. Next we consider the glory of Greece, where the average man won for himself some share in the government (that is, in making decisions which controlled all the important activities of his life), and where a marvellous intellectual advance was made. Then comes Rome, the power that dominated the whole known world for some seven centuries, and that through its Law and through Christianity powerfully affected all subsequent history. The conditions that developed out of the break-up of the Roman Empire form the next subject of study. We here deal with Feudalism; the social conditions of the Middle Ages; that powerful institution of the time, the Church; and the beginnings of the nations that are a part of Western modern Europe.

We then pass on to the Renaissance and the series of mighty religious upheavals which we call the Reformations. The Renaissance spirit was the driving force in the important geographical and scientific discoveries of the seventeenth and eighteenth centuries; while in the realm of politics it was a fundamental cause of another movement of primary importance to modern life, the French Revolution. We again observe the political developments in the European nations during this period, noting the particular "genius" of each.

The study of the Reformations, of the Industrial Revolution, and of the French Revolution shows us how in the religious, in the industrial and economic, and in the political fields respectively, modern conditions came into being. The pupil will then have an inkling of the great religious organizations with which he comes into contact in his church associations; he will see how the simple industrial organization of the pre-Revolution period gave place to the complexity of the machine age in which he lives; and he will see how the ideas of liberty and democracy have given him the environment in which he finds himself.

In a study of the development of nationalism during the past century and more, the pupil gains an idea as to how modern nations have entered into their particular national situations, and incidentally become prepared to understand better the genesis of the Great War with its far-reaching results on post-war life, within which he must be an intelligent being, understanding it.

It is hoped that teachers will be able to direct their pupils towards supplementary reading that will make more vivid, interesting, and colorful the various periods they study. It is only through such reading that an *understanding and appreciation* of history can be obtained. On next page are some suggested books for this purpose.

SYLLABUS

Section 1—Our Inheritance from the Ancient World.

- (a) *Prehistoric*: "Man vs. Nature."
- (b) *The Near East*.
 - 1. Egypt: The First "Nation" and its Contribution.
 - 2. Babylonia: Contributions.
 - 3. Assyria: A "Nation" in Arms.
 - 4. Phoenicia: "Ships—Trade—Colonies."
 - 5. The Hebrews: Religious Contribution.
- (c) *Greece*: A *brief* survey, emphasizing
 - 1. The beginning of Democratic Government and a comparison with ours.
 - 2. Athenian Education for perfection of Mind, Body, and Soul.
 - 3. Contributions in Science, Literature, and Art with one leader in each.
 - 4. Alexander: Spreads Greek Culture over the near East. (May be omitted.)
 - 5. A Typical Greek: Pericles.
- (d) *Rome*: A *brief* general survey, emphasizing
 - 1. Causes of Rise and of Decline.
 - 2. Contributions in Language, Law, Government and Material Civilization.
 - 3. Typical Romans: The Gracchi—champions of popular liberty; Julius Caesar—Soldier—Statesman—Empire Builder.
- (e) *Christianity*: Reasons for rapid Rise—compare Roman Ideals—Contribution to Civilization.

Section 2—The Middle Ages: "Banding Together for Safety."

- (a) *The Church as the Preserver*: "Monasticism."
- (b) *Feudalism*: "Man's Search for Safety."
- (c) *The Manor*: "A Self-contained World."
- (d) *The Towns*: (1) "Guilds." (2) "Birthplaces of Democracy."
- (e) *Contributions*: *Art—Music—Literature—Architecture*. (First three may be omitted.)
- (f) *Typical Men*: Gregory VII—Roger Bacon—Charlemagne—Marco Polo—(Chaucer, may be omitted).

Section 3—The Renaissance: "The Eternal Search."

- (a) *Causes*: Trade—Towns—Crusades—Greek Culture Moves West.
 - (b) *The Moors*: Contributions in Numerals—Algebra—Astronomy—Medicine—"Chemistry."
 - (c) *Literature*: Dante.
 - (d) *Science and Experimentation*: Galileo—da Vinci—Gilbert—Harvey, etc.
Invention: Compass—Printing—Gunpowder.
 - (e) *Art*: The Search for Beauty—Raphael and Michaelangelo.
 - (f) *Exploration*:
 - 1. Spirit of Adventure—consequences—Magellan—Drake, etc.
 - 2. The "Profit Motive"—Chartered Companies.
 - (g) *The Reformations*: Luther and Loyola.
- (Stress only main features; avoid detailed study.)

Section 4—The Race for Empire.

- (a) Elimination of Portugal, Spain, Holland.
- (b) Emergence of France and England as rivals—"Sea Power vs. Land Power."
 - 1. Parliamentary Government in England.
 - 2. Despotism in France.
- (c) Continuance of Struggle:
 - 1. Elimination of France.
 - 2. Wars of Louis XIV—Treaty of Utrecht.
 - 3. Seven Years' War—Treaty of Paris.
 - 4. Napoleonic Wars—Treaty of Vienna.

} *Briefly*

Section 5—The Early Agrarian and Industrial Revolution. Stress changes it wrought and note advantage it gave to England.

Section 6—The French Revolution.

- (a) *Causes* (briefly).
- (b) *Main Phases* (very briefly).
- (c) *Napoleon*: "I am the Revolution."
- (d) *Congress of Vienna*: Metternich's system a denial of
 - 1. National (*Racial*) Government;
 - 2. *Popular* Government.

Section 7—The Growth of Nationalism: Breaking the Bonds.

- (a) *Italy*: Its creation by three types of men—Mazzini, Garibaldi, Cavour.
- (b) *Germany*: Foundation by Frederick the Great—Created by Unification by a Dictator—Bismarck.
- (c) *Russia*: Foundation by Peter the Great—The Masses vs. Despotism.

Section 8—The Impact of Western Civilization on the Rest of the World.

- (a) *South America*: Colonies—Revolt—Bolívar—Republics—Dictatorships—Pan American League.
- (b) *The United States*:
 - 1. "A House divided against itself cannot stand"—Lincoln. The Civil War.
 - 2. Western Expansion: Influence of Frontier Life on National Character.
 - 3. "Mass Production" and its Results.
- (c) *Africa*: Its Partition for Raw Materials.
- (d) *Japan*: Rise—Domination of Far East—Korea—Manchukuo—Annexations.
- (e) *China*: Struggle against foreign aggression—Sun Yat Sen, Chiang-kai-shek.

Section 9—The Great War and After.

- (a) Very brief Summary of Causes
- (b) Some Effects:
 - 1. League of Nations.
 - 2. The Depression.
 - 3. The Discontented Nations: The "Have-Nots"—Italy—Germany—Japan. Rise of Fascism—Communism.
 - 4. Typical Men: Wilhelm II—Clemenceau—Lloyd George—Woodrow Wilson—Lenin—Hitler—Mussolini.

Section 10—The Modern Age.

- (a) The Agrarian and Industrial Revolution continued—Developments in Transportation and Communication.
- (b) Some Major Results.
- (c) The Humanitarian Movements.
 - 1. Abolition of Slavery.
 - 2. Factory Legislation.
 - 3. Social Legislation—Health and Old-Age Insurance.
- (d) Progress in Science and Medicine.
- (e) Development of Internationalism.
- (f) Great Men: Shaftesbury—Z. Macaulay—Franklin—Pasteur and Edison, etc.

Text: Perkins: *An Introduction to World History*. (Price, 1.50)

SUPPLEMENTARY READING LIST

- Bridges and Tiltman: *More Heroes of Modern Adventure*. (Price, 1.25)
Creighton, Louise: *Heroes of European History*. (Price, 95.)
Cruse, A.: *Boys and Girls Who Became Famous*. (Price, 2.00)
Herrick, C. A.: *A History of Commerce and Industry*. (Price, 2.00)
McHaffie, W. H.: *The March of History (1800-1832—A good account of the Industrial Revolution)*. (Price, 1.00)
Stuart, D. M.: *The Boy Through the Ages*. (Price, .85)
Salzman, L. D.: *English Life in the Middle Ages*. (Price, 2.35)
VanLoon, H.: *The Story of Mankind*. (Price, 1.39)
Seary, V. P.: *The Story of Civilization*. (Price, 1.60)

MATHEMATICS

Text: Thorndike: *Junior Mathematics, Book III*. (Price, .90)

Omit pages 62, 67 (negative exponents), 72 (examples 5 and 6), 110 (section 69), 124 (examples 18 to 21, inclusive), 128-130 (examples 5 to 12, inclusive), 148, 166 to 186, inclusive, 188, 190, 198-205, inclusive, 223-232, inclusive, 267, 284-310 inclusive.

ARITHMETIC

Note—This subject may be studied in Grades IX and X or in Grades X and XI. However, if taken in Grades X and XI it will still be designated Grades IX and X Arithmetic. Before recommending for final credit, the Principal should satisfy himself that the Grade IX work has been covered. The recommendation of the Principal and Inspector in the final year (Grade X Arithmetic) will be accepted by the Department as evidence that the student has done two years of work in the subject, and two units of high school credit will be granted. **To earn any credit the two year course must be completed.**

Text: Keast: *Canadian Business Arithmetic, Part I*. (Price, .60)

Chapters I-VI, inclusive; pages 113-123 of Chapter VII, and Chapter VIII.

SCIENCE

Text: Hensley and Patterson: *Science Indoors and Out, Book III*. (Price, 1.10)

REFERENCES

(The references marked with an asterisk conform most closely with the curriculum.)

A. Magnetism and Electricity.

- *1. Snyder: *General Science*, chap. XIX. (Price, 2.25)
2. Caldwell and Eikenberry: *Elements of General Science*, New Edition, chaps. XVII and XIX. (Price, 2.00)
3. Van Buskirk and Smith: *Science of Everyday Life*, Project XVI. (Price, 2.35)
4. Carpenter and Wood: *Modern Science Series—Our Environment, Book III*, Chap. 10. (Price, 2.50)

B. Work, Energy and Machines.

1. Snyder: *General Science*, chap. XVIII. (Price, 2.25)
2. Caldwell and Eikenberry: *Elements of General Science*, New Edition, chap. XV. (Price, 2.00)
3. Van Buskirk and Smith: *Science of Everyday Life*, Project XV. (Price, 2.35)
4. Carpenter and Wood: *Modern Science Series—Our Environment, Book III*, chap. III. (Price, 2.50)

C. The Solar System.

- *1. Snyder: *General Science*, chaps. I and II. (Price, 2.25)
2. Caldwell and Eikenberry: *Elements of General Science*, New Edition, chaps. XX-XXI. (Price, 2.00)
3. Van Buskirk and Smith: *Science of Everyday Life*, pages 216-221. (Price, 2.35)
4. Carpenter and Wood: *Modern Science Series—Our Environment, Book II*, pages 9-99. (Price, 2.10) *Our Environment, Book III*, chap. XIV. (Price, 2.50)

D. The Earth's Crust—Rock and Soil.

1. Snyder: *General Science*, chaps. XII-XIII. (Price, 2.25)
2. Caldwell and Eikenberry: *Elements of General Science*, New Edition, chaps. XXII-XXVI. (Price, 2.00)
3. Van Buskirk and Smith: *Science of Everyday Life*, Project VII. (Price, 2.35)
4. Carpenter and Wood: *Modern Science Series—Our Environment, Book I*, part II. (Price, 1.65)

E. General.

- Caldwell and Curtis: *Introduction to Science*. (Price, 2.10)
- Goodwin: *Geology and Minerals of Manitoba*. (Price, 2.00)
- Goodwin: *The Prospector's Handbook*. (Price, 2.80)

APPARATUS

Note—Items marked with asterisk are useful but not absolutely necessary

Lodestone.	Dry cell.
Pair of Bar Magnets (with keeper).	Coil for induction effects.
Horseshoe Magnet (with keeper).	St. Louis motor.
Soft Iron Bar	Galvanometer (needle type).
4 steel knitting needles.	*Wheel and axle.
Magnetic needle.	2 single pulleys.
Small compass.	2 double pulleys.
*Dipping needle.	2 triple pulleys.
Annunciator wire (1 lb.).	*Inclined plane.
Electro magnet.	*Jackscrew model.
Electric bell.	Thermometer (—60 to 120).
Push button	Spring balance.
*Telegraph set (student outfit).	
Soft iron rod (Norway iron), 15 x 1.2 cm.	
*Telephone receiver (demonstration form).	
Demonstration battery (student's) with complete set of elements.	
*Moment of Force apparatus (complete lever outfit).	
*Aneroid barometer (demonstration form).	
*Hygrometer (Mason's) with instructions.	
Hydrometer (Sp. gr. scale—one for lighter liquids, one for heavy liquids).	
Quartz crystal, talc, gypsum, fossiliferous limestone, compact limestone, marble, sandstone, shale, Potter's clay, granite, mica, quartzite, slate, flint, agate.	

SYLLABUS

I—MAGNETISM AND ELECTRICITY

A. Magnetism.

1. *How Magnets Act Towards Metals.*

Iron, copper, nickel, aluminum, etc.

2. *How to Make a Magnet from a piece of Steel.*

Compare this magnet with lodestone.

3. *How a Magnet Acts towards the Earth.*

When suspended, N-pole, S-pole. Finding directions by magnet.
Magnetic-needle, compass, dip-needle.

4. *How Magnets Act towards Each Other.*

Like and unlike poles. Attraction and repulsion.

5. *The Earth as a Magnet.*

Magnetic poles, lodestone. How compass and dip-needle act at different places.

6. *Different Types of Magnets.*

Natural, permanent, electro, bar-magnets, horse-shoe magnets. Test for poles.

7. *How to Make a Simple Electro-Magnet.*

Compare this with a permanent magnet. How is it different? Its advantages.

Uses of Electro-Magnet—How the electro-magnet enters into the construction of crane, electric bell, sounder, telephone receiver. Study in detail how the electro-magnet is used in one of these.

B. Electricity.

1. *Detection of Electric Current by its Effect on Compass Needle.*

2. *Effects of Electric Current.*

Magnetic, lighting, heating.

3. *Production of Electric Current by Simple Voltaic Cell and by Dry Cell.*

How to set up and use a voltaic cell. Dry cell compared with voltaic cell. (Study of chemical re-actions not required.)

Production of induced currents. How a magnet may be used to generate a current. Production of electricity commercially by means of the dynamo (sufficient study of the dynamo to show that the current is produced by a coil moving near a magnet).

4. *Transmission of Current.*

Conductors—What substances are good conductors? Advantages of copper in conductivity, cost, strength, permanence.

Insulators—What substances are poor conductors? Why some conductors are coated—nature of this coating. Why insulators are used on power transmission lines and on telephone or telegraph lines. What they are made of?

What fuses are made of and why they are used.

Electrical Connections—How to make good electrical connections for both low and high voltage. Making and breaking a circuit by the use of buttons, switches, keys.

Emphasizing necessity for care in handling electric apparatus, wires, etc. Fuses not a protection against shock.

5. *Measurement of Current.*

The commercial use of the terms, ampere, volt, watt, watt hour, kilowatt hour. Reading of meters. Calculation of cost of current for house-lighting, etc.

II—WORK, MACHINES AND ENERGY

A. Work.

Force illustrated by Use of Spring Balance.

Work illustrated and defined.

Measurement of work in foot-pounds and gram-centimeters.
(With simple problems.)

B. Machines.

1. *Practical Study of Levers of the First Class.*

With attention to effort or force, fulcrum, resistance or weight. Mechanical advantage and law of machines (principle of work) as derived from this practical study.

Practical study of levers of the second and third classes to demonstrate that the same principle holds for all arrangements of the lever.

Study of everyday applications of the lever with particular attention to the use of the equal-arm balance and the unequal-arm balance in weighing.

Demonstration of windlass and of wheel-and-axle as variants of the lever.

(Numerical problems confined to simple lever of the three classes.)

2. *Practical Study of Pulleys.*

(Single fixed, single movable, combinations to give mechanical advantage of 3, 4, 5, etc.). Comparison of working of pulleys with working of levers to bring out again the law of machines.

3. *Practical Study of the Inclined Plane.*

With particular attention to the effect of friction in this type of machine. Friction and efficiency—how to find the efficiency of an inclined plane. Problems on efficiency. Advantages and disadvantages of friction in general. Reduction of friction in machine by lubricants and bearings.

4. *General Uses and Value of Machines.*

(Some reference to the working of more complex machines involving the simpler ones.)

C. **Energy.**

Simple Study of Man's Use of Water and Wind to do Work Through Machines.
(Illustrated by windmill, water-wheel, dynamo.)

Simple Study of Energy as Ability to do Work.

III—WEIGHT AND DENSITY

A. **Weight.**

What is Meant by the Weight of a Body?

What is meant by force of gravity? Gravitational pull as it is shown by falling bodies, by action of a spring-balance, by action of an equal-arm balance.

Meaning of down and up as determined by gravitational pull.

B. **Density.**

Meaning of the Common Expressions—a Heavy Substance, a Light Substance.

Discussion of density and demonstration of substances of different densities.

Calculation of density from direct weighing and measurement (including measurement of liquids and measurement of irregular solids by submergence in liquids).

Comparison of densities of some common substances with density of water (specific gravity).

Use of tables of densities or specific gravities in calculating weights of specified volumes of solids and liquids.

Study of principle of flotation and of Archimedes' Principle.

Use of hydrometers in determining densities of liquids. Important applications of this in testing liquids.

IV—THE SOLAR SYSTEM

Note—Observations to be made during Fall to provide data for this subsequent study. See note at the beginning of Syllabus.

The Sun as a Source of Energy.

Radiant heat supplied to the earth. Radiant heat received by the earth, stored in water, and released in the water-fall (hydro). Energy of winds (windmill). Energy stored in plants (wood, coal, food).

Variation in sun's energy (day and night). Variation of sun's energy with seasons. How variations in altitude of sun affect the amount of energy received.

The Earth's Relation to the Sun.

Rotation of earth as demonstrated:

- (1) In daily change in sun's position.
- (2) Position of stars.
- (3) Physical experiment (pendulum).

Revolution of earth about the sun (demonstrated by annual change in apparent path of sun in the sky). Annual change in position of constellations (The Dipper, Cassiopeia, Orion).

Some Effects of the Movements.

- (1) *Day and Night.*

Variations in length at different places and different times.

- (2) *Seasons.*

Measurement of time in days and years.

General Description of the Solar System.

Size and nature of sun as compared with earth.

Planets: sizes, movements, and distances from sun.

Record of movement of planet (wanderer) as different from fixed star. (Observe at intervals to show that the relation is not fixed to stars.) Record of phases of moon and their interpretations.

Eclipse of moon. Eclipse of sun.

Relation of the sun and solar system to fixed stars.

Difference between fixed star and planet.

Meteors, comets. (What they are?)

In summary the relation should be shown:

- (1) Of sun and earth to solar system.
- (2) Of the solar system to the rest of the universe.

Note—In preparation for study of General Topic IV certain observations should be commenced in the Fall and carried on for at least two months.

Observation during the Autumn in preparation for the study of the Solar System.

1. Keep a record of the time of rising and setting of the sun (consult the daily newspaper or almanac). Make a graph of these records.
2. Take the noon altitude of the sun each week. Keep this record on a graph.
3. Keep a record of the temperature. Make a graph of this record.
4. Compare the graphs in 1, 2 and 3.
5. Observe the planets visible to the naked eye. Which are "Morning Stars"? Which "Evening Stars"? Why is the same planet sometimes a "Morning Star" and at other times an "Evening Star?"
6. Observe the position of an "Evening Star" at intervals of one hour during an evening. What conclusions do you draw?

7. Observe the positions of an "Evening Star" at the same hour each evening for two or three weeks. What conclusions do you draw?
8. Observe the time of the moon's rising and setting for a few nights (consult almanac). Explain the variation.
9. Observe the moon for a month, sufficiently to note its shape and position in the sky at each phase.
10. Observe the constellation known as the "Big Dipper."
 - (a) Number and position of stars. The pointers.
 - (b) The change of position of the "Dipper" in the course of two or three hours during an evening.
 - (c) The change of position of the "Dipper" as observed at the same hour of the evening, each month during autumn and winter.
 - (d) Use the "Dipper" to locate the North Star.
11. Locate the following additional stars and constellations: Cassiopeia, Great Square of Pegasus, Orion, Pleiades, Sirius, Capella, Aldebaran, Betelgeuze, Rigel, Procyon, Castor and Pollux.
12. Find out why the "Dipper" is visible at any time of the year, but "Orion" is visible only during the late Fall and Winter.

Work on the planets and constellations should not be confined to Autumn but should be continued throughout the year. Use the results of these observations in your systematic study of the Solar System.

V—THE EARTH'S CRUST—ROCK AND SOIL

A. Rock.

1. *Water-made Rocks.*

- (a) The Rock-soil cycle.
- (b) Stratification.
- (c) Sedimentary Rocks—how formed.
Three kinds—limestones, sandstones, shales.
- (d) The making of limestones and sandstones. How deposited. The materials which compose them. How the particles of sandstone are bound together. Red and brown sandstones.
- (e) How to know limestones—(1) soft; (2) the effect of an acid on limestone.
- (f) Effect of carbonic acid on limestone—weather-worn limestone.
- (g) How to know sandstone—harder and glossier than limestone
Does not effervesce with an acid.
- (h) Shale and its formation.
- (i) Uses of sedimentary rock.
 - (1) Limestone—building, manufacturing of lime.
 - (2) Sandstone—buildings, steps, walks, curbing, etc.
 - (3) Shale—making brick.

2. *Fossils.*

- (a) What fossils are and how formed.
- (b) What we learn from a study of fossils.
 - (1) Changes in Geographical conditions—some regions have been below and above sea several times—regions now cold were once warm—regions now dry were once wet, etc.
 - (2) Changes in plant and animal life—development.
The Geological ladder. (See handbook of Story of the Earth.)

3. *Igneous Rocks.*

- (a) How heat helped to make rocks—granite.
- (b) Metamorphic rocks.
How heat changed (1) limestone to marble.
(2) sandstone to quartzite.
(3) shale to slate.
- (c) Granite—the oldest rock.
Three kinds of crystals found in granite:
(1) quartz, (2) mica, (3) feldspar.
Varieties of quartz—amethyst, onyx, flint, agate, opal.
Mica—characteristics and uses.
Feldspar—Kaolin, used in making pottery.

4. *Building Stones.*

- (a) Limestone—cellar walls, upper walls, dams, bridges.
- (b) Sandstones—(more durable) building and trimming buildings.
- (c) Slate—stair-treads, black-boards, table tops, roofs.
- (d) Granite—decorating buildings, monuments, columns.
- (e) Marble—for ornamental purposes.

B. Soil.

1. *Soil Formation by Weathering.*

- (a) Soil-making agencies of weather—sunshine and storm, wind and rain, acids of the air, running water, frost.
- (b) Water erosion.
- (c) Wind erosion.

2. *Glacier-made Soils.*

- (a) The continental glacier—present day evidences, centres, movements, effects on
 - (1) Mountains.
 - (2) Formation and distribution of soil.
 - (3) Lakes and rivers.
 - (4) Hills—Lake Agassiz.
- (b) How freezing water makes soil.

3. *Formation of Soil by Plants and Animals.*

- (a) Plants as rock-bearers.
- (b) Animals as soil-makers.
 - (1) Mix the soil.
 - (2) Enrich the soil with organic matter.

C. Local Application.

Under Rocks, reference should be made to the following:

- (a) The minerals of Northern Manitoba.
- (b) Limestone—for building, making lime, making cement, surfacing roads—(Tyndall limestone) and their deposits.
- (c) Marble.
- (d) Gypsum.
- (e) Coal in Saskatchewan and Alberta.
- (f) Oil.

Under Soil, a study of the Three Prairie Levels should be made: extent, height, kind of soil, etc.

FOREIGN LANGUAGES

Where instruction in a foreign language is desired by any pupil in a one-room high school or in Grade IX in a one-room rural school such instruction shall be taken by correspondence, unless with the approval of the Department of Education.

FRENCH

Grade IX—For those who began French in Grade VII.

Aims—See Grade VII French.

Texts: Ritchie and Moore: *Nelson's First French Course*. (Price, .70).

Jackson: *Le Français de France*. (Price, .50).

Hills and Dondo: *Contes Dramatiques*. (Price, .55).

1. *An Introduction to France and the French People*. See Programme for Grade VII.
2. *Nelson's First French Course* Lessons 21-27.
3. Consideration of:
 - Idioms, pages 114-115, *Nelson's First French Course*.
 - Future and Imperfect Tenses;
 - Review of Irregular Verbs;
 - Vocabulary dealing with parts of the body, meals;
for furthering comprehension in reading.
4. *Contes Dramatiques*.
Les Français de France.
N.B.—See Note regarding treatment of reading in Grade VII French.

Suggested extra reading material

Vingt Jours en Angleterre.
Les Laval S'Amusent.
Encore des Petits Contes.
Trentes Petits Dialogues.

Grade IX—For those beginning French in Grade IX.

Aims—See Grade VII French.

Texts: Ritchie and Moore, *Nelson's First French Course*. (Price, .70).

Hills and Dondo, *Contes Dramatiques*. (Price, .55).

1. *An Introduction to France and the French People*. See Programme for Grade VII French.
N.B.—This programme is intended to be definitely elastic in character and in treatment. The possibilities of treatment of the programme will naturally be more limited in French classes where French is commenced in Grade IX.
2. *Nelson's First French Course*. Lessons 1-27.
3. Consideration of:
 - Idioms, pages 114-115, *Nelson's First French Course*;
 - Future and Imperfect Tenses;
 - Review of Irregular Verbs;
 - Vocabulary dealing with parts of the
body, meals;
for furthering comprehension in reading.

4. Contes Dramatiques.

N.B.—See note regarding treatment of reading in Grade VII French.

Suggested extra reading material

Verdier: *Vingt Jours en Angleterre*. (Price, 25).

Larive: *Les Laval S'Amusent*. (Price, 25).

Ceppi: *Trente Petits Dialogues*. (Price, 60).

Ceppi: *Encore des Petits Contes*. (Price, 60).

FRENCH OPTION (One Unit)

1. **Leçons de Langue français cours supérieur F.E.C., édition revue et corrigée,** pages 215-271. Exercices orthographiques en rapport avec la partie étudiée ainsi qu'avec la deuxième partie de la grammaire.

Numéros à omettre: 752, 764, 768, 769, 770, 773, 774, 775, 785, 804, 808, 816, 822.

2. **Leçons de Langue française, cours supérieur F.E.C., édition revue et corrigée,** page 271.

Notions de Style:

Leçons 111, 112, 121, moins no. 985 et le reste de la page;

Leçons 122, 124, 126, 138, 139.

3. **Lectures Littéraires.**

Etude des morceaux suivants:

La Fontaine: *Le Gland et la citrouille*.

La Fontaine: *Le Meunier, son Fils et l'Ane*.

L. Veuillot: *Le dernier moine de St.-Aubin*.

L. Fréchette: *Le dernier coup de dé*.

T. Chapais: *Bataille de Carillon*.

P. de Gaspé: *Un souper chez un Seigneur canadien*.

Fénélon: *Lettre au Duc de Bourgogne*.

Chateaubriand: *Les Catacombes*.

Victor Hugo: *La conscience*.

W. Chapman: *Notre Langue*.

4. **Exercices de composition.**

La lettre, la description, la narration.

Laure Conan: *L'Oublié*.

A l'usage des professeurs: Comment composer mon devoir français, par G. Fournier, Gigord, Paris.

5. **Lectures supplémentaires.**

Les élèves devront lire au moins quatre volume la première année et quatre autres de la seconde année.

H. Bordeaux: *La nouvelle croisade des enfants*.

L. Hémon: *Maria Chapdelaine*.

L. Conon: *A l'oeuvre et à l'épreuve*.

Jules Verne: *Le tour du monde en quatre-vingts jours*.

D. Frémont: *Radisson*.

L. Veuillot: *Corbin et d'Aubecourt*.

R. Bazin: *Le Magnificat*.

P. de Gaspé: *Les Anciens Canadiens*.

A. Dugré: *La campagne canadienne*.

Napoléon Bourrassa: *Jacques et Marie*.

Robert de Roquebrune: *Les habits rouges*.

Harry Barnard: *L'homme tombé*.

Alonisé de Lettres: *L'appel de la race*.

P. Duchaussois: *Aux glaces polaires*.

R. Bazin: *Les Oberlé*.

Marie-Claire Daveluy: *Les aventures de pierrette et de Charlot*.

LATIN

Aims—See Grade VIII.

Text: *Latin for Today*, combined edition, Gray, Jenkins, McEvoy, Dale. (Ginn & Co.). (Price, 1.00).

Students beginning Latin in Grade IX will cover chapters I-XXXV, pp. 1-173. Students who have already begun Latin in Grade VIII will review from the beginning, and will proceed to at least the end of Chapter XL, page 203. Teachers of such pupils are also urged to enrich the course by the use of Latin songs, plays, and games, and by additional reading. Books recommended for the school library for this purpose are *Fables of Orbilius* by A. D. Godley (Edward Arnold, Part I at 1/-, and Part II at 1/3) and *A New Latin Primer* by Maxey and Fay (Heath—Chicago Latin Series, Price, .90). See also select School Library List printed after the Grade XII Latin programme, page 89.

GERMAN

Text: Vos: *Essentials of German*. (Price, 1.35)

ICELANDIC

(May be selected as a second foreign language only, see page 57, paragraph e.)

- (a) **Grammar**—S. Jonsson: *A Primer of Modern Icelandic*, pages 1-40.
- (b) **Composition**—Exercises 1-20, pages 68-93 of the same text book. Orthographical exercises and retelling of stories.
- (c) **Authors**—*Ny Lesbok*, Akureyri, 1922, pages 1-95.

GREEK

Text: White: *First Greek Book*. Exercises 1-18. (Price, 2.00)

MUSIC

A—MUSIC

Grade IX Music as contained in the Special Music Syllabus, new edition including Minor Scales. (Price, .30)

Text: *Manitoba School Song Book*, Melody Edition. (Price, .55)

Reference for Teachers: Buriannyk: *Principles of Musical Theory with Charts* (Price, .85)

MUSIC OPTION

For information as to the plan by which students may earn credit for Music Option, see page 58.

ART

Teachers should read the general introductory notes to the course in Art for Grade VII.

In addition to the following Syllabus the course includes Art Appreciation and Picture Study.

Pictures suitable for study and books on art and appreciation are stocked by the Manitoba Text Book Bureau. See their list.

NATURALISTIC DESIGN

September and October.

1. *Brush and Color.*
 - (a) Botany sample of weed.
 - (b) Botany sample of garden flower.
 - (c) Landscape with cloud effects.
2. *Sketch in Pencil or with Pen and Ink.*
 - (a) Other variety of botany samples.
 - (b) Landscape involving objects seen in perspective, *i.e.*, objects repeated at different distances.
 - (c) Sketch window with curtains drawn to show pleasing landscape effect.
 - (d) Sketch fireplace, mantel or shelf with pleasing arrangement of objects such as vase, books, clock, candles, etc.

DECORATIVE DESIGN

November and December.

1. *Weed or Flower Motif, for book cover for Science Book.*
2. *Landscape and Still-life Objects for Decorative Treatment.*
Advertising Manitoba products.

January and February.

1. *Perspective of Circle Reviewed.*
Group: Such as jug with tumbler, half filled, half lemon and plate.
2. *Review both Parallel and Angular Perspective.*
Sketch groups, desk with chair; table and box. Test for accuracy.

CONSTRUCTIVE DESIGN

March and April.

1. *Design pattern for grape basket, lampshade with decorative design, etc.*
2. *Working drawing of a box or any object of the pupil's choice.*
3. *Plan a Bungalow House.*
Showing floor plan also front elevation and one side elevation.

REVIEW

May and June.

The Season Offers New Suggestions for Naturalistic Design.

Attempt outdoor sketching: Clump of trees, buildings, bridge, etc.

References—Hammell: *Advancing in Picture Study.* (Price, 1.00)

Owen: *Studies of Famous Paintings.* (Price, .50)

Grayson: *Picture Appreciation for the High School, Book II.* (Price, 2.60)

Weston: *A Teacher's Manual of Drawing.* (Price, 1.75)

PHYSICAL EDUCATION

Text: *Syllabus of Physical Training for Schools, 1933 Edition*. (Price, .55)
Ritchie: *Human Physiology*. Chapters I-VII (pages 1-76). (Price, 1.25)

Note—One period per week should be given to the text on Physiology and two periods to Physical Exercises, Games, etc.

SHORTHAND

Note—This subject may be studied in Grades IX and X or in Grades X and XI. However, if taken in Grades X and XI it will still be designated Grades IX and X Shorthand. Before recommending for final credit, the Principal should satisfy himself that the Grade IX work has been covered. The recommendation of the Principal and Inspector in the final year (Grade X Shorthand) will be accepted by the Department as evidence that the student has done two years of work in the subject, and two units of high school credit will be granted. *To earn any credit the two year course must be completed.*

The principles of shorthand as set forth in any recognized system. Particular attention to be given to learning the rules of the system, and practising these with accuracy. Frequent tests should be made to insure mastery of the system. Speed of about forty words a minute should be attained on words of the average length of 1.5 syllables.

The following are available at the Text Book Bureau: *Pitman Shorthand, Centennial Edition, 1937* (Price, .95); *Gregg Shorthand, Anniversary Edition* (Price, 1.50)

BOOKKEEPING

Note—This subject may be studied in Grades IX and X or in Grades X and XI. However, if taken in Grades X and XI it will still be designated Grades IX and X Bookkeeping. Before recommending for final credit, the Principal should satisfy himself that the Grade IX work has been covered. The recommendation of the Principal and Inspector in the final year (Grade X Bookkeeping) will be accepted by the Department as evidence that the student has done two years of work in the subject, and two units of high school credit will be granted. *To earn any credit the two year course must be completed.*

Text: Belding, Greene and Beech: *Applied Bookkeeping and Accounting, Elementary Course*, chapters I to VII, inclusive. (Price, 1.25)

AGRICULTURE

Information will be supplied by the Department of Education, on request.

HOME ECONOMICS

See Grade VII Homemaking

Syllabus supplied by the Department of Education upon request.

VOCATIONAL CORRESPONDENCE

Information concerning the work offered in Vocational Correspondence may be had by writing to the Director of Technical Education, Department of Education, Winnipeg.

SECONDARY SCHOOLS

(Grades X to XII)

(For Grade IX see Page 32)

COURSES AND UNITS

A unit of work in any subject consists of four forty-minute periods per week for one school year.

COMPULSORY SUBJECTS FOR ALL COURSES	Units
English X and XI.....	4
History X and XI.....	2
Health and Physical Education X and XI.....	1
Total Units.....	7

1. GENERAL COURSE

(This course does not admit to Normal, University, or to the study and practice of Nursing.)

A student will qualify for High School Graduation in the General Course who completes the following:

(a) The Compulsory Subjects (as above)	7
(b) Elective Subjects (to be chosen from the list of options on page 52).....	6
Total Units.....	13

Students taking the minimum course of thirteen units may select the Elective Subjects (six units) from the list of options for Courses 1 and 2 given on page 52.

Note—If Home Economics, Practical Arts, Agriculture, or a Foreign Language is elected in the General Course, one credit will be given for one year of work and two credits for two years of work. To earn any credit in Arithmetic, Book-keeping, Shorthand or Typewriting, the two year course must be completed. (See Grade IX.) One unit of credit will be allowed for Grade X Geography or Grade XI Geography, and two units if both are completed.

2. NORMAL ENTRANCE COURSE.

(Grades X and XI, Preparatory to Grade XII Normal Entrance Course.)

(This course admits to the study and practice of nursing, subject to the conditions outlined on page 105.)

Students following the Normal Entrance Course must take a minimum of *fourteen units* consisting of:

	Units
(a) The Compulsory Subjects	7
(b) Mathematics—(a) Algebra and Geometry X.....	1
(b) Algebra and Geometry XI.....	1
(c) Chemistry XI or Physics XI.....	1
(d) Elective Units*.....	4
Total Units.....	14

*These elective units must be chosen from the list of optional subjects for Courses 1 and 2 given below. The subjects marked with an asterisk must not be chosen.

Note 1—To earn any credit for Normal Entrance or Matriculation the whole course in the subject or subjects elected must be completed, except in Geography. One unit will be allowed for Grade X Geography or Grade XI Geography, and two units if both are completed.

Note 2—Students intending to enter Normal School are advised to choose as options Grades IX and X Arithmetic (two years), and Geography (one or two years). Those who purpose attending University are advised to choose their subjects in keeping with the Matriculation requirements.

Note 3—Principals of all schools (secondary and non-secondary) are advised that they may recommend students for credit in any course, in Grades IX and X Arithmetic, Grades IX and X Bookkeeping, Grades IX and X Shorthand, whether these subjects are completed in Grade X or Grade XI. They may recommend also for both years of Geography and Typewriting.

Note 4—Attention of Principals is directed to Note 2 (e) under General Information, page 56, which governs students who have taken 14 units and are recommended for clear standing, who later complete Grade XII and seek admission to Normal School or Second Year University.

Note 5—Grade XI Chemistry and Grade XI Physics are prerequisites for Grade XII Chemistry and Grade XII Physics. (At least one science subject is compulsory in any Grade XII course.)

OPTIONAL SUBJECTS for Courses 1 and 2.

Pages

94	Agriculture, X and XI (two units).
76	Arithmetic, two years (two units) (see Grade IX).
93, 94.....	Art X and XI (two units).
95	Bookkeeping, two years (two units) (see Grade IX).
95	*Business Correspondence XI (one unit).
96	*Business Law, XI (one unit).
82-85.....	†French, X and XI OR French Option, X and XI (two units).
96	Geography, X (one unit).
96, 97.....	Geography, XI (one unit).
90	German, X and XI (two units).
91	Greek, X and XI (two units).
97	Home Economics, X and XI (two units).
87, 88.....	Latin, X and XI (two units).
74, 76.....	Algebra and Geometry, X and XI (two units).
92, 93.....	Music, X and XI (two units).
58.....	Music Option, X and XI (two units).

(Continued on page 53)

- 97 Practical Arts, X and XI (two units).
 79 Biology, X (one unit).
 79, 80 Chemistry, XI (one unit).
 80 Physics, XI (one unit).
 95 Shorthand, two years (two units) (see Grade IX).
 95 Typewriting, X and XI (two units).
 97 *Vocational Correspondence, X and XI (two units).

*Optional subjects which must be approved by the Department.

†Students may elect *either* French, X and XI, OR French Option, X and XI, but not both.

3. UNIVERSITY MATRICULATION COURSE.

This course admits to the study and practice of Nursing, subject to the conditions outlined on page 105.

MATRICULATION REQUIREMENTS

The University of Manitoba, in dealing with the applications for admission to its courses of students from Manitoba High Schools, ordinarily presumes the prior satisfactory completion of the work of Grades I to IX, inclusive. It interests itself solely in the content of the applicant's Grades X and XI and his achievement therein. Its requirements may be summarized as follows:

A unit represents four periods of class work per week for a school year.

A. Required Subjects—	Units
1. English—X and XI.....	4
2. Mathematics—(a) Algebra X, Geometry X.....	1
(b) Algebra XI, Geometry XI.....	1
3. History—X and XI.....	2
4. Sciences (<i>Two</i> of Biology, Physics, Chemistry).....	2
5. A Language other than English, X and XI.....	2
7. Health and Physical Education X and XI.....	1
Total.....	13
B. Electives (of which at least <i>one</i> must be taken):	
8. A Science not taken in No. 4.....	1
* 9. A second Language other than English.....	2
*10. Music Option (See page 58).....	2
†11. Home Economics X, XI.....	2
†12. Shop Work—At least three of the basic crafts outlined in the syllabus issued by the Department of Education.....	2
†13. Bookkeeping, two years (See Grade IX).....	2
†14. Shorthand, two years (See Grade IX).....	2
†15. Typewriting X and XI.....	2
†16. Art X, XI.....	1
Minimum Number of Units.....	14

NOTES

- *1. A student choosing No. 9 or No. 10 from the electives must attain the Grade XI standard therein. He will be required to take only one unit from No. 4 above, *either* Chemistry *or* Physics.
- †2. A student choosing Nos. 11, 12, 13, 14, 15 or 16 from the electives must complete the course, and will be required to take two units from No. 4 above.

3. A Matriculation Course involving three languages other than English is permitted, in which no science in Grades X and XI is required. For details with respect to such a course and the subsequent limitations it imposes on the student, it would be well to consult the Registrar of the University of Manitoba.
4. Students in the Matriculation course who look forward to University studies in Science, Medicine, or Engineering, are advised to elect both Physics and Chemistry when available in Grades X and XI. This is especially important for the student who plans to take Grade XII before proceeding to the University, because he should take both Physics and Chemistry in his Grade XII programme (see note 1, below), and in each of these sciences a prior course in Grade X or Grade XI is a prerequisite. Where the student goes at once to the University on the completion of Grade XI, it is possible to make a beginning in *one* of these sciences in the first University year by taking the alternative, more extended course offered therein (that is Physics IA instead of Physics I, or Chemistry IA instead of Chemistry I).

4. NORMAL ENTRANCE COURSE—Grade XII.

(See Pages 103 and 104)

Compulsory Subjects—	University Credit
Grade XII English A, B, C, D.....	4 units
Grade XII Mathematics A, B (Algebra, Geometry, Trigonometry)*.....	4 “
Grade XII Chemistry or Physics.....	4 “
†Two of the following Options—	
Grade XII History A (Modern).....	} 8 “
Grade XII French A and B.....	
Grade XII German A and B.....	
Grade XII Latin A and B.....	
Grade XII Science not chosen above.....	
Total.....	20 units

*For the benefit of those who have partial standing in Grade XII Mathematics A, B, C (of the former course), examination papers will be provided in June and September, 1941, in Grade XII Mathematics A (Algebra), Grade XII Mathematics B (Analytic Geometry) and Grade XII Mathematics C (Trigonometry), based on the 1939-40 Programme of Studies. Students who have not completed their standing in Grade XII Mathematics of the old course by the time of the September examinations in 1941 will be required to accommodate themselves to the new programme. (See also Note 8, page 55.)

†Prospective University students must take at least one foreign language from the electives. See also page 55 (University Senior Matriculation).

NOTES

1. All students must take at least one science in any Grade XII course.
2. In the Normal Entrance course XII Music Option may be offered in lieu of one Science or Mathematics A and B. (See Note 1 above.)
3. Grade XII Optional English E and F *or* Grade XII Optional French C and D may be offered in lieu of Grade XII Mathematics A and B (new course) *by women students*.
4. Grade XII History B (Canadian Constitutional) and Grade XII Geography may be offered in lieu of Grade XII Chemistry *or* Physics *by women students*. These are two separate examinations each of three hours' duration. (See Note 1 above.)

5. In the two-foreign-language course students may not offer an option for the Science.

6. Students who wish to apply for admission to Normal School on standing secured in First Year University Arts or Science must have completed the following: 4 units English; 4 units Mathematics; 4 units Science; 4 units Foreign Language; 4 units Optional; and must have an average of 67% (1B standing). Such candidates also must have met the requirements for Grade XI Normal Entrance (Preparatory to Grade XII Normal Entrance).

5. UNIVERSITY SENIOR MATRICULATION.

1. Students desiring University credit on Grade XII work should select their subjects in accordance with University requirements. (See notes below, and Section 8, General Information, page 59.)

* 2. Grade XII Music option may be offered for University Credit in lieu of History or a Science or a second foreign language.

3. Students taking Grade XII with a view to proceeding thereafter to University studies in Science, in Medicine or in Engineering, should elect both Physics and Chemistry. Not to do so will place them under serious handicap, unless, in the interval between their study of Grade XII and the beginning of University work they make up the deficiency in the science omitted, by a Summer School course therein or other supplementary means.

4. An applicant for registration as a certified apprentice with the Pharmaceutical Association of Manitoba with the intention of later entering upon the degree course in Pharmacy must produce evidence of an educational qualification of First Year Arts and Science of the University of Manitoba or Grade XII with Chemistry, Physics, and at least Grade XI Latin as essential subjects.

5. For the University course leading to the Degree in Law, Latin is no longer a prerequisite subject, either at Matriculation or subsequently.

6. A student who is entering Medicine should elect Latin and, in addition, should take both Physics and Chemistry, and, if possible, a modern language as well. Where Latin has not been taken in the High School course and the requirements for Arts and Science Matriculation have otherwise been met, it will suffice to establish standing in Grade XI Latin at any time before admission to the First Year in Medicine is sought.

7. Students planning to enter Architecture should take Grade XII Mathematics, Physics and a modern language.

8. Where the Grade XII student plans to offer his credit in Mathematics at the University in lieu of Mathematics I and has taken the old Grade XII Mathematics course in Algebra and Analytic Geometry only, he will find himself at some disadvantage, in case he plans to proceed with further work in Mathematics in Engineering, in Architecture, in Arts or in Science, because Mathematics I includes some work in Trigonometry though not as much as in the old Grade XII Trigonometry course. The University will continue for a limited time to accept Grade XII Algebra and Grade XII Geometry as satisfying the prerequisite requirements for the University Courses, Mathematics II, Engineering I, Architecture I, etc., and will provide the necessary special instruction in Trigonometry to enable such students as elect these courses to proceed with them.

9. Grade XII Algebra, Geometry and Trigonometry of the old course carry only four units of University credit. (See Section 8, page 59.)

GENERAL INFORMATION

1—A UNIT

A unit of work in any subject consists of four forty-minute periods per week for one school year.

2—PROMOTION, RECOMMENDATION AND STANDING IN VARIOUS COURSES

(a) Students may be recommended for credit by the Inspector and Principal in all the subjects of Grades IX and X. In order to assist teachers and Inspectors in arriving at a basis for recommendation, card units are available at the Manitoba Text Book Bureau. Principals will be required to keep these records entered to date in an accurate manner. **Early in the year, students should be given to understand that regular attendance, deportment, attitude to work, and attention to daily assignments of work throughout the whole year will be important factors when promotions are considered.** To be recommended by the school for promotion *in any grade* the student must have attended not less than 175 days during the year.

(b) A fee of one dollar is charged for Departmental statements of standing in Grade X, and for Grade XI Departmental statements when the student is recommended by the school. Grade IX statements are issued to all students without charge.

(c) The requirements for admission to Normal School, effective September 1st, 1940, are stated on pages 54 and 105 of this Programme.

(d) Students who have written the **Grade XI Departmental examinations and who have conditions** may remove the same by way of school examinations or Departmental examinations. See (f) below. If such supplementals are removed by way of school examinations, the students are not eligible to apply for admission to First Year University. They may, however, proceed to Grade XII, **providing the work in the Grade XI subjects in which they have been recommended has been taken in a secondary school.** When they have passed the Grade XII examinations they may be granted Grade XII standing, and if they have met the Matriculation requirements they may apply for admission to the Second Year in Arts or Science at the University of Manitoba. If they meet the Normal School admission requirements as stated on pages 54 and 105, they will also be eligible to apply for admission to the Normal School.

(e) Students from secondary schools who are **recommended for clear standing** and who have completed at least fourteen units in the subjects required for Matriculation or Normal Entrance to the end of Grade XI may proceed to Grade XII. They are not eligible for admission to First Year University (see, however, pages 60 and 61). On the completion of Grade XII, those who have complied with the Matriculation requirements to the end of Grade XI may apply for admission to the Second Year in Arts or Science at the University of Manitoba. Those who have met the Normal Entrance requirements will be eligible to apply for admission to Normal School.

(f) Students who have not more than three papers to pass to complete to the end of Grade XI are eligible to write the September supplemental examinations conducted by the Department. Those who, as a result of having written the September examinations, have not more than **two** papers to pass in order to complete to the end of Grade XI in the Matriculation or Normal Entrance Course may proceed with all of Grade XII, whether they have written the Grade XI Departmental examinations or have been **recommended from a secondary school.** Those proceeding with Grade XII and having one or two conditions, however, will be required to have cleared their supplementals by way of school tests (**in a secondary school**) not later than December; otherwise they will not be eligible to write the complete Grade XII examination the following June. (See Section 9,

paragraphs 2, 3 and 4, page 60.) When their Grades X, XI and XII standing is in order they may apply for admission to the Second Year in Arts or Science at the University of Manitoba, or to the Normal School, in accordance with (d) and (e) above. Students having more than three papers to pass in order to complete their Grade XI standing are not eligible to take supplemental examinations in September or to proceed with a full Grade XII course.

(g) Students from schools **not designated as secondary schools**, who desire to proceed to Grade XII or to the University, must write the Grade XI Departmental examinations, and if they have conditions these must be removed by Departmental examinations.

(h) Students from secondary and non-secondary schools who do not desire to proceed to Grade XII or to the University, may be recommended for complete or partial Grade XI standing. Students from this group who have not more than three papers to pass to complete their Grade XI standing may write these papers at the September supplemental examinations conducted by the Department. Those who, on the completion of their year's work in Grade XI or as a result of having written the September supplemental examinations conducted by the Department, have not more than **two** papers to pass to complete to the end of Grade XI, may return to school for additional instruction and complete by way of school examinations in December.

(i) Students taking the General Course (**which does not admit to Grade XII or to University**), who have not more than three papers to pass to complete their Grade XI standing, may write these papers at the September supplemental examinations conducted by the Department, or they may return to school for additional instruction and write school or Departmental examinations the following June. Those who, on the completion of their year's work in Grade XI or as a result of having written the September supplemental examinations conducted by the Department, have not more than **two** papers to pass to complete to the end of Grade XI, may return to school for additional instruction and complete by way of school examinations in **December**, and those who have more than two papers to pass will not write until the following June.

3—SPECIAL REGULATIONS CONCERNING SUBJECTS

(a) For Junior Matriculation purposes, Algebra, Geometry, Physics and Chemistry are Grade XI subjects. When these are taken in Grade X, students must write the Departmental examinations in them if they wish to qualify for admission to the **First Year** of the University of Manitoba. If, however, they desire to proceed to Grade XII and later apply for admission to the **Second Year** of the University, or to the Normal School, they may be recommended by the school for standing in these subjects at the end of Grade X, provided the work has been completed in a **secondary school**. Students who are not in attendance at a secondary school and who desire to proceed to Grade XII must write Departmental examinations in these subjects.

(b) Grade X Algebra and Grade XI Algebra are considered as one unit. Similarly Grade X Geometry and Grade XI Geometry are taken as a unit, and, if preferred, all of the work in Algebra may be taken in Grade XI, or vice-versa, but only one of these subjects may be completed in Grade X. The examinations in Algebra and Geometry will cover the work of Grades X and XI.

(c) The completion of a Grade XI subject in Grade X may mean that the student will have one less subject to do in Grade XI, but he is not permitted to offer a Grade XII subject in its place. That is to say, he will not be permitted to attempt more than the balance of the Grade XI work.

(d) Students who complete a Grade XI subject in Grade X are referred to the third paragraph of "Matriculation Scholarships," pages 100-102.

(e) Icelandic or Swedish may be selected as a second Foreign Language only.

(f) Grade XII Optional English E and F or Grade XII Optional French C and D may be offered instead of Grade XII Mathematics A and B (Algebra, Geometry, Trigonometry, new course), by women students. (See Note 3, page 54.)

(g) Grade XII History B and Grade XII Geography may be offered instead of one science subject of Grade XII by women students. (See Notes 4 and 5, pages 54 and 55.)

(h) No student may complete the Normal Entrance Course without passing an examination in one science subject of Grade XII.

(i) Students will be required to take the classes in Physical Education in all grades. The work in Health (Physiology) may be completed in Grade X.

(j) Particulars concerning Vocational Correspondence Courses may be secured from the Director of Technical Education, Department of Education, Winnipeg.

4—MUSIC OPTION

The Music Option may be offered in the General, Normal Entrance and Matriculation Courses which are outlined on pages 51 to 55 of this Programme of Studies. Full information concerning the Music Option is contained in the University Music Syllabus.

For Grade XI credit the following minimum standard is required, viz., Grade VII in Piano or Violin, or Grade IV in Viola or Violoncello, or Grade II in Singing, together with Grade IV in Musical Theory.

For Grade XII credit, the following minimum standard is required, viz., Grade VIII in Piano or Violin, or Grade V in Viola or Violoncello, or Grade III in Singing, together with Grade V in Musical Theory. To be eligible to take music for credit in Grade XII, the student must have as a prerequisite Grade XI credit for music or a satisfactory equivalent obtained by examination under another recognized examination body.

Students taking music option study the subject under private teachers. The option is not to be confused with the course in music regularly taught in High School classes. (See pages 92 and 93.)

The Music Option Course is under the direction of the University of Manitoba, which will conduct all the examinations. The practical tests will be held at Winnipeg at the University and at any other centre in the Province where there is a sufficient number of candidates to meet the expense involved. The written examinations will be given at the University or, by arrangement, at the student's own school. A liberal number of scholarships are available. For further information, address the Registrar, University of Manitoba.

5—PARTIAL COURSES

(a) On the recommendation of the Principal, students may divide their Grade XI course into two parts. Such students will write a partial examination in June of the first year and complete the balance of the Grade XI course in June of the second year. Students who divide their work in this way will not be eligible to write supplemental examinations until after the June examinations written at the completion of the Grade XI course.

(b) In fixing the quota for students not permitted by the regulations to write a full examination in any grade, Principals should study the Time-Table given in this issue of the Programme of Studies in order that time-table clashes may be avoided.

(c) At any regular examination period, mature students who are not prepared to write on a full course may apply for examination in any subject or subjects shown in this Programme. All such applications must be approved by the Department of Education.

6—DEPARTMENTAL EXAMINATIONS

(a) Grade XI and Grade XII examinations are written under the jurisdiction of the Manitoba High School Examination Board, a committee representing the Department of Education and the University of Manitoba.

(b) Departmental examinations in Grades XI and XII work will be held in June, 1941, and will be based on the work prescribed by this Programme of Studies. These examinations may be written in any Secondary School. Other centres may be established by special approval of the Minister.

(c) Practical examinations in Grade XII Science will be conducted throughout the Province according to the current regulations of the Department governing them.

(d) Examination Time-Table and information concerning Scholarships are given in the current Programme of Studies on pages 99 to 102.

(e) Principals having students who hold credits obtained outside the Province should secure from the Department of Education, early in the year, a ruling as to the units still required to complete the course for which such students are enrolled.

(f) Supplemental examinations for Grades XI and XII will be held in September, each year, and the papers will be based upon the courses prescribed by the Programme of Studies for **the preceding school year**. Those eligible to write are:

(1) Students having not more than three papers to write to complete Grade XI standing.

(2) Students having not more than three papers to write to complete their standing to the end of Grade XII.

Students may clear their standing in accordance with the above regulations, to the end of Grade XI, regardless of the number of failures they may have in Grade XII.

Note—No student may write more than three papers in September.

Unless otherwise arranged, these examinations will be held at secondary schools in the province. In Winnipeg they will be held at a centre to be arranged by the Department.

(g) A student failing in any paper or papers at a June examination who does not pass the required supplemental examination or examinations in the September next following must, when he presents himself subsequently for examination, accommodate himself to any change in the curriculum that may have been made in the meantime.

7—APPROVAL FOR TEACHING CERTAIN SUBJECTS

Home Economics, Industrial Arts and Shorthand and Typewriting may be taught in a Secondary School by a teacher having special qualifications in these subjects. Schools where these subjects will be offered, or special courses in Music or Art, must notify the Superintendent of Education not later than September 15th, of their intention to give this work during the school year upon which they have entered. Details of the courses must be submitted, together with the name and qualifications of the teacher responsible for each course.

8—UNIVERSITY CREDIT FOR GRADE XII

Students who have Matriculation standing on their record of Grades X and XI may receive credit on the Junior Division in Arts and Science for Grade XII subjects as follows:

For Mathematics A and B (Algebra, Geometry, Trigonometry), Mathematics I (4 units); for Composition, Drama, Novel and Poetry, English I (4 units); for Physics, Physics I (4 units); for Chemistry, Chemistry I (4 units); for French A and B, French I (4 units); for Latin A and B, Latin I (4 units); for German A and B, German I (4 units); for History A (Modern), History I (4 units). Not more than twenty University units for credit (*i.e.*, credit for five four-unit courses) may be earned in this way.

9—CONDITIONAL PROMOTIONS

1. Students may be promoted conditionally, but no student with two or more conditions will be permitted to take more than eight papers, including supplementals, in Grades IX, X and XI. The supplementals in Grades IX and X may be removed by way of school examinations whether such supplementals resulted from school or departmental examinations. The supplementals, however, should be carried with a quota of subjects from the next higher grade so that the student's year's work will not exceed eight papers. Supplementals in Grade XI also may be removed by way of school examinations, subject to the regulations on pages 56 and 57. **The marks of supplementals removed by way of school examinations should be recorded the following June on the Score Sheets provided.**

2. Students who, on the completion of their year's work in Grade XI or as a result of having written the September supplemental examinations conducted by the Department, have not more than two papers to pass to complete to the end of Grade XI in the Normal Entrance or Matriculation course, will be permitted to proceed provisionally with the full course in Grade XII, but will be required to complete their standing to the end of Grade XI not later than December. (Section 2 (f), page 56.)

3. A student who proceeds provisionally with a full course in Grade XII, having one or two conditions in the preceding grades, and who fails to remove such condition or conditions not later than December, must write the examination on such subject or subjects in June, and will be required to defer a corresponding number of papers in Grade XII. The Grade XII papers which the student defers should be, if possible, in the same subject field as those in which he is conditioned in the preceding grades.

4. Students having more than two papers to pass to complete to the end of Grade XI will be permitted, with the approval of their Principal, to take a portion of the work of Grade XII, provided that no student's course shall include more than ten papers in all. The Grade XII work should be in the subject field for which the student has credit in Grade XI.

REGULATIONS GOVERNING THE CONDITIONS UNDER WHICH COLLEGIATE INSTITUTES MAY RECOMMEND STUDENTS IN GRADE XI FOR JUNIOR MATRICULATION WITHOUT DEPARTMENTAL EXAMINATION

1. The accrediting authority shall be the Manitoba High School Examination Board.

2. Each Collegiate Institute on being granted power of recommending pupils without Departmental Examinations shall be classified as "An Accredited Collegiate Institute."

3. In order to be eligible to exercise such power each Collegiate Institute shall comply with the following requirements:

- (a) The Principal shall hold a Principal's certificate valid in any Secondary School in the Province of Manitoba.
- (b) Each teacher shall hold a Collegiate Certificate valid in the Province of Manitoba.
- (c) Each teacher shall hold at least Second Year Arts and Science credit or its equivalent in any of the following subjects which he teaches for recommending purposes, together with not less than two years' successful teaching experience therein: English, History, Mathematics, Science, and Foreign Languages.

OR

shall hold at least First Year Arts and Science credit or its equivalent in any of the above mentioned subjects which he teaches for recommending purposes together with not less than

five years' successful teaching experience therein acquired prior to June 30th, 1939.

(d) There shall be a science laboratory which, in the opinion of an Inspector of Secondary Schools, provides adequate facilities for its pupils to perform the individual experiments prescribed in Grade XI Physics and Chemistry.

(e) There shall be a library which, in the opinion of an Inspector of Secondary Schools, provides adequate library facilities, and which shall be readily accessible to all pupils during school hours.

4. Applications for power to recommend shall be submitted annually on forms approved by the Examination Board.

5. The Principal and each teacher concerned shall certify on forms approved by the Examination Board that each pupil recommended for exemption from the Grade XI Departmental Examination has

(a) Completed during the current school year a full Grade XI Matriculation course as outlined in the current Programme of Studies for Secondary Schools.

(b) in their judgment obtained a standing on his year's work of not less than fifty per cent (50%) in any subject and an average of at least sixty-seven per cent (67%) on the full Grade XI course.

(c) performed the required experiments in Chemistry and/or Physics either individually or in co-operation with another pupil,

AND

(d) attended regularly during the entire school year.

6. Each pupil who gives promise of being able to qualify for recommendation may be advised not earlier than May 15th that he will be recommended, provided that his attendance and progress for the remainder of the school year is satisfactory.

7. Pupils who are not recommended may write the Departmental Examinations.

8. Copies of the principal test papers set for the pupils throughout the current school year and their answers thereto shall be open to review by an Inspector of Secondary Schools for criticism and for modification.

9. The pupils' answer papers in any two representative tests shall be kept for at least nine months from the date of the test and shall be available at all times to an Inspector of Secondary Schools and the Accrediting Authority.

10. The standing of the pupils shall be reported on forms approved by the Examination Board.

11. The power granted to any Collegiate Institute to recommend pupils under these regulations shall be valid for the current school year only but may upon application be renewed from year to year, at the discretion of the accrediting authority.

12. Private Schools which comply with these regulations may, upon application to the accrediting authority, be granted power to recommend.

N.B.—1. In considering the renewal of the accrediting privileges to any Collegiate Institute, an important factor will be the record of its students promoted in this way, at the University or in Grade XII.

2. The High School Examination Board reserves the right of amending annually these requirements.

SCHOLARSHIPS

(For full information, see pages 100 to 102.)

ENGLISH

GRADE X—LITERATURE

(Two Units)

See Grade IX English.

Where Grade X is taught separately Scott's *The Lady of the Lake* (Price, .20), may be taken in place of the two Idylls.

GRADE X—COMPOSITION AND SPELLING

See Note re Grade IX Composition.

The work in Composition should include a review of Part I of the text, word-study, the summary and the paraphrase, oral drill, and original composition work, both oral and written, on subjects taken from the prescribed literature and on other subjects within the students' experience. It includes also, analysis and synthesis of chosen passages contained in a special pamphlet, Reid: *Grammar Review* (Price, .10), issued by the the Department and sold through the Text Book Bureau.

Text: Anderson and Cowperthwaite: *An English Composition for Secondary Schools, Parts I and II.* (Price .70)

Pupils should be trained to spell words in common use found in the text-books in the various subjects of their course.

The following are suggested as suitable reference books for teachers:

Marsh: *Literary Reading and Composition—Preparatory Course.* (Price, 1.10)

Tanner: *Correct English—Second Course.* (Price, 1.65)

Craig: *The Speech Arts—A Text Book of Oral Composition.* (Price, 2.00)

Brown: *Creative English.* (Price, .55)

Diltz and Cochrane: *Aim and Order.* (Price, .65)

GRADE XI—LITERATURE

(Two Units)

Students will make a careful study of the prescribed texts:

(a) George Eliot: *The Mill on the Floss.* (Price, .35)

(b) Milford: *Selected Modern English Essays.* (Price, .55)

White: *The Break-up of a Great Drought.*

Birrell: *The House of Commons.*

Hudson: *The Samphire Gatherer; Her Own Village.*

Nevinson: *A Farewell to Fleet Street.*

Smith: *The Rose.*

Galsworthy: *A Portrait.*

Street: *Fog.*

Clutton-Brock: *Sunday Before the War; On Friendship.*

Belloc: *On an Unknown Country.*

Tomlinson: *The Master.*

Maugham: *The Beast of Burden.*

Lynd: *The Humour of Hoaxes.*

Squire: *On Destroying Books.*

(c) Shakespeare: *Julius Caesar* (Price .22) or *King Lear* (Price .22).

(d) Shakespeare: *Henry V.* (Price, .22), or Granville Barker: *Prunella.* (Price, .50)

(e) *A Treasury of Verse for Secondary Schools, Book II.* (Price, 65)

The following selections:

Arnold: *Requiescat.*

Browning: *My Last Duchess.*

Burns: *To a Mountain Daisy.*

Byron: *The Eve of Waterloo.*

Campbell: *The Winter Lakes.*

Carman: *Vestigia.*

Collins: *Dirge.*

Davies: *The Kingfisher.*

Goldsmith: *The Village Preacher and the Village Schoolmaster.*

Gray: *Elegy Written in a Country Churchyard.*

Keats: *Ode to Autumn; On First Looking into Chapman's Homer, A Thing of Beauty.*

Kirkconnell: *All Tired Things.*

McCrae: *In Flanders' Fields.*

Milton: *Evening;*

Noyes: *The Barrel-Organ; The Empire Builders.*

Roberts: *These Three Score Years.*

Shelley: *Ode to the West Wind; Ozymandias; To a Skylark.*

Tennyson: *Break, Break, Break; Crossing the Bar; Song of the Lotus-Eaters; Ulysses.*

Wordsworth: *London, 1802; Westminster Bridge; Michael; The World is Too Much With Us.*

Yeats: *Lake Isle of Innisfree.*

The Bible: *Let us Now Praise Famous Men; Old Age.*

Note—The student's ability to appreciate literature will be tested by a question regarding a poem not on the prescribed course.

MEMORY PASSAGES

Teachers should have their pupils memorize a number of the finer passages.

GRADE XI—COMPOSITION

See Note re Grade IX Composition.

The work in Composition should include the study of the word, the sentence, the paragraph, the whole composition in all forms of discourse, punctuation, letter-writing, the summary and the paraphrase, and the qualities of style.

For this study, formal exercises in the text should be employed; but, by themselves, they are inadequate. *Frequent practice in original composition work, written and oral, must go hand-in-hand with the study of models from prose literature, for this is the only way that the teacher can assure himself or herself that the special exercises are contributing to the pupils' progress.*

Text: Anderson and Cowperthwaite: *An English Composition for Secondary Schools. Parts I, II and III.* (Price, .70)

The following are suggested as suitable reference books for teachers:

Marsh: *Literary Reading and Composition, Senior Course.* (Price, 1.20)

Tanner: *Correct English, Second Course.* (Price, 1.65)

The Newbolt Series: *English Spoken and Written, Part IV.* (Price, .70)

Craig: *The Speech Arts. A Text Book of Oral Composition.* (Price, 2.00)

Diltz: *Models and Projects for English Composition.* (Price, .90)

Brown: *Creative English.* (Price, .55)

GRADE XII—ENGLISH A—COMPOSITION

The following points shall be considered in teaching the Composition: Elegance; force; clearness; plan (unity, sequence, proportion); paragraph structure, unity, sequence; sentence structure; choice of words.

The following texts may be used as references:

- Brown: *Creative English*. (Price, .55)
Tanner: *Correct English, Second Course*. (Price, 1.65)
Thomas Manchester and Scott: *Composition for College Students*. (Price, 2.30)
Cecil Hunt: *Living by the Pen*. (Price, 1.75)
J. W. Marriot: *The Art and Craft of Writing*. (Price, 1.75)

GRADE XII—ENGLISH B—THE DRAMA

- Euripides: *The Bacchae* (Price, .60)
Shakespeare: *Romeo and Juliet*, Oxford and Cambridge edition. (Price, .45)
Galsworthy: *The Silver Box*. (Price, .90)
Shaw: *Arms and the Man* (Price, .65), or Synge: *The Playboy of the Western World*. (Price, 1.00)

GRADE XII—ENGLISH C—THE NOVEL

- Jane Austen: *Pride and Prejudice*. (Price, .35)
Hardy: *The Return of the Native* (Price, .70), or Louis Hemon: *Maria Chapdelaine*. (Price, .50)
Boas: *Modern English Prose* (Price, .65), the following selections:
Sir Walter Raleigh: *The Gentle Shakespeare*.
Hilaire Belloc: *Napoleon*.
E. E. Somerville and Martin Ross: *At the River's Edge*.
Winston Churchill: *Lenin*.
Edmund Blunden: *The Storm, etc.*
Desmond McCarthy: *Lord Oxford and Asquith*.
Sir James Jeans: *The Future of the Earth*.
Esmé Wingfield Stratton: *The Patriotism of Britain*.
G. Lowes Dickinson: *Lord Cantilupe's Political Faith*.
J. B. Priestley: *The Tea Shop*.
W. B. Maxwell: *In Charge*.
Hugh Walpole: *The Great Exhibition*.
G. K. Chesterton: *A Piece of Chalk*.
Lascelles Abercrombie: *Macbeth*.
H. Granville Parker: *Caesar's Funeral*.
Sir Arthur Quiller-Couch: *The World of Dickens*.

GRADE XII—ENGLISH D—POETRY

Text: Selections from Wordsworth, Browning and Tennyson as contained in *Representative Poetry, Vol. II* (Price, \$2.00), or in a booklet procurable from the Manitoba Text Book Bureau, entitled *Poems from Tennyson, Browning and Wordsworth* (Price, .35).

William Wordsworth: *She Dwelt Among Untrodden Ways; She was a Phantom of Delight; Influence of Natural Objects; Composed Upon Westminster Bridge, September 3, 1802; Written in London, September*

1802; *London, 1802; It is not to be Thought of; The Green Linnet; The Solitary Reaper; Ode to Duty; After-Thought* (from *The River Duddon*); *Scorn Not the Sonnet; To a Skylark; Michael; Elegiac Stanzas; Nutting; Lines Composed a Few Miles Above Tintern Abbey.*

Robert Browning: *Cavalier Tunes: Marching Along, Give a Rouse, Boot and Saddle; My Last Duchess; The Lost Leader; Home-Thoughts, from Abroad; Love Among the Ruins; A Grammarian's Funeral; Prospice; Up at a Villa—Down in the City.*

Alfred Tennyson: *The Lady of Shalott; Oenone; Of Old Sat Freedom on the Heights; The Splendor Falls, Home they Brought Her Warrior Dead, Tears, Idle Tears* (from *The Princess*); *Locksley Hall; In the Valley of Caunteretz; In Memoriam, XXVII, LIV.*

Modern Poetry.

The Golden Book of Modern English Poetry, edited by Thos. Caldwell (Dent). (Price, .65)

Robert Bridges: *I Love all Beauteous Things; A Passer-By.*

Thomas Hardy: *In Time of "The Breaking of Nations"; When I set out for Lyonesse; Afterwards.*

Austin Dobson: *The Ladies of St. James's; A Fancy from Fontenelle.*

William Ernest Henley: *Invictus.*

Robert Louis Stevenson: *The Vagabond; The Roadside Fire; Requiem.*

Alice Meynell: *A Letter from a Girl to Her Own Old Age.*

William Sharp: *Shule, Shule, Shule, Agrahl*

William Watson: *Ode on the Coronation of Edward VII.*

Francis Thompson: *In No Strange Land.*

Charles G. D. Roberts: *On the Road.*

Bliss Carman: *The Joys of the Road.*

Henry Newbolt: *Drake's Drum.*

William Butler Yeats: *Down by the Salley Gardens; When you are Old.*

Rudyard Kipling: *A Dedication.*

George William Russell (A. E.): *By the Margin of the Great Deep.*

Ernest Dowson: *Vitae Summa.*

Laurence Binyon: *For the Fallen.*

William Henry Davies: *The Kingfisher.*

Walter de la Mare: *The Listeners.*

G. K. Chesterton: *The Donkey.*

John McCrae: *In Flanders Fields.*

John Masefield: *Sea Fever.*

Alfred Noyes: *Sherwood.*

Padraic Colum: *The Plougher.*

J. C. Squire: *There was an Indian.*

Siegfried Sassoon: *The Death-Bed.*

Rupert Brooke: *The Soldier.*

T. S. Eliot: *The Journey of the Magi.*

Stephen Spender: *The Landscape near an Aerodrome.*

The above selections from the Golden Book of Modern English Poetry are made merely to serve as a signpost to the teacher. The purpose of this book will be accomplished if the pupils are introduced to its contents in a spirit of discovery and investigation. There are no arbitrary demands on either teacher or student, and teacher and student are encouraged to explore the book together. Poetry will be studied both as an inspiration and as a discipline if the pupil's interest is aroused in the poet's use of metrical designs, speech rhythms, imagery, and all the different devices which the poet uses to express the variety of life's experiences. Any examination questions based on this book will be general in their nature.

References—Any good History of English Literature may be used. Recommended are those by Buchan, Broadus, Legouis and Cazamian, Long. These are available at the Text Book Bureau.

The Grade XII examinations in English will consist of four papers of three hours each, as follows:

- English A—Composition.
- English B—The Drama.
- English C—The Novel.
- English D—Poetry.

GRADE XII—OPTIONAL ENGLISH E—PROSE

Greater English Prose Writers.

A study of the essay, the prose satire and the short story.

Texts: Addison *Select Essays* (Allyn and Bacon); Lamb: *Selected Essays of Elia* (Dent); Arnold: *Representative Essays* (Macmillan); Swift: *Gulliver's Travels* (Everyman); Butler: *Erewhon and Erewhon Revisited* (Everyman); Morris: *News from Nowhere* (Vanguard). *Short Stories* (ed. Hastings and Clough, Houghton, Mifflin).

For references, see note following Optional English F (Poetry).

GRADE XII—OPTIONAL ENGLISH F—POETRY

Texts: Shakespeare: *Macbeth*, Oxford and Cambridge edition. (Price, .45)
Representative Poetry, University of Toronto Press, Vol. I (Price, 2.50); Vol. II (Price, 2.00).

The following selections are intended for detailed study:

Chaucer: *The Canterbury Tales*: The Prologue (with emphasis upon the character sketches of Knight, Squire, Prioress, Wife of Bath, Parsons, Friar, and any three other characters the student may select.)

Milton: *L'Allegro*; *Il Penseroso*; *Lycidas*; *Sonnets*; *Paradise Lost*, Book I. Coleridge: *The Rhyme of the Ancient Mariner*; *Kubla Khan*.

Shelley: *Hymn to Intellectual Beauty*; *Lines written among the Euganean Hills*; *Ode to the West Wind*; *To a Skylark*; *Adonais*; *Chorus from Hellas*.

Keats: *On First Looking into Chapman's Homer*; *The Eve of St. Agnes*; *Bright Star*, *Would I Were Steadfast as Thou Art*; *La Belle Dame Sans Merci*; *Ode to a Nightingale*; *Ode on a Grecian Urn*; *Ode on Melancholy*; *To Autumn*.

Arnold: *The Forsaken Merman*; *Memorial Verses*; *The Future*; *Lines Written in Kensington Gardens*; *The Scholar-Gipsy*; *Isolation*; *To Marguerite*; *To Marguerite Continued*; *Thyrsis*; *Dover Beach*; *Sohrab and Rustum*.

Swinburne: *The Garden of Proserpine*; *The Pilgrims*.

It is desirable that the student should have before him all the selections from each author included in Representative Poetry, Volumes I and II. No specific examination question will be set on the following poems in the year 1940-41, but they are recommended for supplementary reading:

Milton: *Paradise Lost*, III, 1-55; IV, 256-340; 598-658; IX, 1-47.

Coleridge: *Christabel*, *France—An Ode*, *Dejection: An Ode*.

Shelley: *The Indian Serenade*, *The Cloud*, *To the Moon*, Lines: "When the Lamp is Shattered," "To——."

Keats: *Lines on the Mermaid Tavern*, *Ode to Psyche*.

Arnold: *Shakespeare, Self-Dependence, Morality, Requiescat, Philomela*.

Swinburne: *Choruses from "Atlanta in Calydon," A Forsaken Garden, The Roundel.*

Reference: *Shakespearean Tragedy*, Bradley. (Price, 3.75)

Note—A History of English Literature should be studied in connection with Grade XII English E and F. Histories of English Literature by Buchan, Legouis and Cazamian, Broadus, Long are recommended. (Prices are respectively: 2.15, 3.00, 2.00, 2.00)

HISTORY

GRADE X—BRITISH HISTORY (One Unit)

The syllabus given below is the authorized course.

It should not be thought, however, that all parts of the work require equally intensive treatment. In the study of British History for Manitoba students the teacher should keep constantly in mind the greater importance of such phases as the following:

I. *The Races which Constitute the Present English People.*

This is of importance as explaining the origins of the people of England, as indicating from where came their racial characteristics, and as indicating that they have an ancestry common with that of other people.

II. *Social and Economic Development.*

This may be seen in the studies of social life at significant periods, such as the Early English, the Medieval, the Elizabethan, the pre-Industrial Revolution, the Victorian, and the present. This is very valuable, as it will help him to see how his own environment has come into being.

III. *The Growth of the British Constitution, Parliament, Ministerial Government, and British Democracy.*

These matters are important, since they are probably Britain's greatest single contribution to us and to the world at large.

IV. *The Growth and Development of British Colonial Activities (inseparable from the Commercial).*

This is vitally important to Canadians and should show the growth of Empire from the days of Elizabeth. It should indicate the growth of colonial freedom from paternal rule to the voluntary association found in the British Commonwealth of Nations today.

V. *Britain's Place in International Relations.*

Britain's relations with Europe, with the Near East, with the Far East; her interest in the control of the seas; her place in the Great War and in the League of Nations should all be sketched in outline in the student's mind by the end of the course.

VI. *Do not allow the details of foreign wars and civil strife to befog the progress in fields of greater value.*

Causes and results of such struggles are important, but may become lost in the detail of the struggles themselves.

SYLLABUS

The following is suggested as indicating the material that will be touched on in the study of the course in British History.

A. Races Which Constitute the Present British People.

1. *The Celts.*

Civilization—contribution to British Nations.

2. *The English.*
Method and extent of their conquest.
3. *The Danes.*
Their settlements and influences. Work of Alfred.
4. *The Normans.*
As guests, as invaders.

B. Social and Economic Development.

1. *Early English.*
Free village community, religion, laws and justice.
2. *Medieval—as a Social System.*
 - (a) Life on a manor.
 - (b) The life of monk or friar.
 - (c) Growth of towns.
 - (d) Peasants' revolt.
3. *The Tudor Period.*
The Renaissance; the Reformation; the development of trade and commerce; new classes of society—new aristocracy, merchants, yeomanry, laborers, apprentices; poor laws; churches; literature.
4. *The Making of Modern England.*
Agricultural Improvements of the 18th century.
Industrial Revolution.
 - (a) Improvements in power, transportation and machinery.
 - (b) Effects of movements on social, political and economic conditions.
 Social and economic reforms.

C. Growth of English Constitution.

1. *Development of Royal Power under Henry II.*
2. *Magna Carta.*
The King made subject to the law of the land.
3. *Growth of Parliament.*
 - (a) Early use of the representative idea; Witan; Great Council.
 - (b) Simon de Montfort calls representatives of boroughs and shires to Council.
 - (c) Model Parliament.
 - (d) Division of Parliament and increased power of Commons.
4. *Despotism of Tudors.*
5. *Struggles between the Stuarts and their Parliament.*
 - (a) Divine right theory.
 - (b) Religious.
 - (c) Financial.
 - (d) Political.
 - (e) Foreign Policy.
6. *Commonwealth.*
7. *The Revolution of 1688 and the Settlement.*
8. *The Development of the Cabinet and the Party System.*

9. *The Growth of Democracy.*

- (a) Extension of the Franchise.
- (b) Ballot Act.
- (c) Redistribution.
- (d) Parliament Act.

D. **The Growth of the British Empire.**

1. *The British Isles.*

- (a) Scotland—Relations under Edward I; personal union; Act of Union.
- (b) Wales—Relations under Edward I; incorporation under the Tudors.
- (c) Ireland—Henry II gains a foothold; Elizabeth and conquest; political, religious and trade restrictions; independent parliament and freer trade; Act of Union; Home Rule agitation; Irish Free State.

2. *The British in America.*

- (a) Founding of British Colonies.
- (b) The fight with France.
- (c) The American Revolution.
- (d) Loyalist migrations to Canada.
- (e) Responsible government.
- (f) Federation in Canada.

3. *The British in India.*

- (a) The East India Company.
- (b) Clive.
- (c) Hastings, Dalhousie.
- (d) The Mutiny.
- (e) India's progress toward self-government.
- (f) India of to-day—its problems and relations to the Empire.

4. *The British in Africa.*

- (a) Taking over the Cape.
- (b) Foundations of Boer Republic and relations with Britain.
- (c) The South African War.
- (d) The Union of South Africa.
- (e) South Africa to-day.

5. *The British in Australasia.*

- (a) Australia as a convict station.
- (b) Sheep, gold, wheat—as basis of economic prosperity and increased population.
- (c) The foundation of the Commonwealth.
- (d) Australia of to-day.
- (e) The British in New Zealand.

E. **Britain's Place in International Relation:**

- (a) Britain's relations with Europe.
- (b) With the East.
- (c) With the Near East.
- (d) Her interest in the control of the seas.
- (e) Her place in the Great War.
- (f) Britain and the League of Nations.

It is suggested that in the study of the text book the whole range of time be divided into periods that seem significant to the teacher. The following might be suitable for the purpose.

Early English or pre-Norman.
The Middle Ages.
The Tudor Period.
The Stuart Period.
The Georgian Period.
The Victorian Period.
Contemporary England.

Each of these periods may be studied in turn. In studying each period the student may work through the source book dealing with it, tracing out the developments in each of the five fields suggested above. It is not expected, of course, that he will need to work through the course five times in every period, but it will be found that most of the periods do make some contribution in each of the five fields.

Such a method of working through the course will indicate where emphasis should be placed, will give the student training in the selection and rejection of significant material, and will bring to his mind the idea that history is a continuous development running on through time rather than a long list of isolated events and topics. It also gives him certain well-defined units of study.

Then, at the conclusion of the year's work, the review should gather together the complete story of each phase, so that it may be seen as a continuous whole.

It is hoped that this method of study will give the teacher and the pupil the advantages of both the syllabus type of course and the text book course without too many of the disadvantages.

It is also desirable that readings from various books and sources be assigned frequently. These books should be really interesting ones and as reliable as possible in order to stimulate a spontaneous interest on the part of the student. *The best interest in history is seldom gained in the study of the classroom text book; the teacher and supplementary reading give it.* The student should occasionally be required to present to the class the result of his outside reading, so that all may profit by it. Some suggested books are listed below, and may with profit be added to the school library.

Burt: *Manitoba High School Civics*. (Price, .25)

The syllabus is the prescribed course. Any good text may be used in teaching the work. The attention of teachers is called, however, to the following texts which are well suited to the course:

Mackie: *A Short Social and Political History of Britain*. (Price, 1.10)

Innes: *A History of the British Empire*. (Out of print, but may be used if available.)

The Mackie text is particularly suited to the needs of students in rural schools where the student is required to do a good deal of independent work.

Carrington and Jackson: *History of England* (Macmillan). (Price, 1 00)

Mowat: *A New History of Great Britain*, short edition. (Price, 1.25)

SUPPLEMENTARY READING LIST

Newton: *A Junior History of the British Empire Overseas*. (Price, .90)

Guest: *A Social History of England*. (Price, .75)

Kendall, E. K.: *Source Book of English History*. (Price, 1.85)

George, M. D.: *England in Johnson's Day*. (Price, 2.50)

- Hall, H. R. W.: *Social Life in England*. (Price, 1.10)
- Morgan, R. B.: *Readings in English Social History, Books I, II, III*. (Price each, .30)
- Salzman, L. D.: *English Life in the Middle Ages*. (Price, 2.35)
- Tickner, F. W.: *Women in English Economic History*. (Price, 1.10)
- Warner, G. T.: *Tillage, Trade and Invention*. (Price, 1.10)
- Waters: *Economic History of England*. (Price, 2.35)
- Bell's English History Source Books.
- 449-1066. Wallis, Rev. John, M.A.: *The Welding of the Race*. (Price, .50)
- 1066-1154. Bland, A. E., M.A.: *The Normans in England*. (Price, .50)
- 1154-1216. Toyne, S. M., M.A.: *The Angevins and the Charter*. (Price, .50)
- 1216-1307. Robieson, W. D., M.A.: *The Growth of Parliament and the War with Scotland*. (Price, .50)
- 1307-1399. Locke, A. A.: *War and Misrule*. (Price, .50)
- 1399-1485. Garman Jones, W., M.A.: *York and Lancaster*. (Price, .50)
- 1485-1547. Bewsher, F. W.: *The Reformation and the Renaissance*. (Price, .50)
- 1547-1603. Esdaile, Arundell, M.A.: *The Age of Elizabeth*. (Price, .50)
- 1660-1714. Perett, G. B., M.A.: *A Constitution in the Making*. (Price, .50)
- 1714-1760: Esdaile, K. A.: *Walpole and Chatham*. (Price, .50)
- 1815-1837. Edwards, A. C. W.: *Peace and Reform*. (Price, .50)
- 1637-1688. Thomson, J. Pringle: *The Scottish Covenanters*. (Price, .50)
- 1689-1746. Thomson, J. Pringle: *The Jacobite Rebellion*. (Price, .50)

GRADE XI—CANADIAN HISTORY AND ECONOMICS (One Unit)

SYLLABUS

With a full school year for the study of Canadian History it would be possible for every pupil to get a lasting impression of the development of Canadian tradition and of the achievement of Canadian nationhood within the British Empire and the League of Nations. At the conclusion of the course the students should have a clear view of the continuity of development in each of three fields.

- (1) Exploration and Settlement.
 - (2) Political Institutions and Relations.
 - (3) Social and Economic Life.
- I. Under the first heading will come the stages by which the extent and resources of Canada have been discovered and made known to those who came to build up a nation in her territories:
- (a) Discovery, early exploration and settlement in Acadia and the St. Lawrence valley, British colonies on Atlantic seaboard.
 - (b) French fur trade and exploration of Great Lakes, Hudson Bay shores, Mississippi valley, great plains to Rocky Mountains.
 - (c) British fur trade of Hudson's Bay and North-West Companies, exploration of the North-West and Pacific Coast.
- II. Under the second heading would come the stages by which the Canadian people have developed the system and functions of government under which we now live:
- (a) Government of New France.
 - (b) French and British rivalry for possession.

- (c) Early British attempts at governing French subjects.
- (d) British colonists secure a British system of government—both representative and responsible.
- (e) Developing national spirit unites colonies in a federal system.
- (f) Expansion, Atlantic to Pacific—Manitoba, North-West Territory, British Columbia and Prince Edward Island.
- (g) National consolidation—Intercolonial Railway, Canadian Pacific Railway, National Policy.
- (h) Political developments since Confederation:
 - (1) Central Provinces.
 - (2) Maritime Provinces.
 - (3) Western Provinces.
- (i) Canada and her neighbor, U.S.A.—1783 to 1931.
- (j) Canada among the nations of British Empire and the world—Imperial Conferences, S. African War, Great War, League of Nations, Ambassadors.

III. A definite attempt should also be made to understand the different racial and religious groups in our social structure. This can be done best by a series of studies of our people at different stages of development, such a series would include:

- (a) French Canadian life in French period.
- (b) Early British settlement in Maritime Provinces.
- (c) Loyalists.
- (d) Pioneer Life in Canada 1812 to 1841.
- (e) Social life and economic progress between Union and Confederation
- (f) Life in Red River Settlement.
- (g) Pioneer life on Western Plains.
- (h) Social life and economic progress since Confederation:
 - (1) Central Provinces—Ontario and Quebec.
 - (2) Maritime Provinces.
 - (3) Western Provinces.
 - (4) Canadian Literature and Art.

It is not intended that this order of treatment shall be followed in class work. The authorized text book provides an orderly, clear and sufficiently detailed outline for the course. It provides a definite body of historic facts organized around specific topics which will enable teachers to make definite assignments of work to pupils. Teachers will also be able to count upon certain definite information being brought out in class discussions which may then be supplemented by the teacher or by reports made by individual pupils from suggested supplementary reading.

The object of the above outline is rather to suggest a classification of material under more general divisions which will enable the pupil to trace more clearly the main lines of development. It is a classification which, after a preliminary explanation, can be made by the pupils themselves as the work of the course proceeds. It might also provide a serviceable plan for review, and enable both pupil and teacher to preserve proper balance among the varied interests of a nation's history.

A convenient method of organization of the course might be to divide it into certain chronological periods, classifying the material of each after completion, under the three headings suggested above. Such a series of periods might be:

- (a) The French period.
- (b) Development of British Government—Sovereignty of the people's representatives, 1763-1849.
- (c) Confederation—Divided sovereignty so that local and racial groups may live together for mutual benefit, 1849-1873.
- (d) Consolidation of the Dominion, 1873-1896.
- (e) National outlook, 1896-1914.
- (f) Canada and the Great War, 1914-1918.
- (g) Canada since the War, 1918-1931.

Text: McArthur: *History of Canada for High Schools*. (Price, .90)

Economics

MacGibbon: *An Introduction to Economics for Canadian Readers* (1935 Edition). (Price, .85)

- Chapter I—Preliminary.
VII—Business Organization.
IX—Exchange.
X—Money.
XI—Credit and Banking.
XII—The Chartered Banks.
XXII—Labour Organizations.
XXIII—Public Finance.
XXIV—International Trade.

Reference: Quenneville: *Essentials of Economics*. (Price, .75)

SUPPLEMENTARY READING LIST

Ryerson Canadian History Readers, by various authors. (A good list of titles, 73 books, 13 cents each, 10 for 1.00, postpaid.)

- 9 books—Early Explorers.
15 books—New France.
12 books—British North America.
7 books—The Opening of the West.
14 books—Canadian Leaders and Confederation.
9 books—Settlement of the West and Later Explorers.
7 books—The Story of Industry.

Space will not permit the listing of the titles individually. A pamphlet describing the series will be supplied free, on application, to **The Manitoba Text Book Bureau**.

Laut, A. C.: *Canada the Empire of the North* (Price, 2.00); *Pathfinders of the West* (Price, 1.50)

Wetherell, J. E.: *Three Centuries of Canadian Story*. (Price, 1.10)

F. W. Howay (ed.): *Builders of the West*. (Price, 1.65)

Kennedy, H. A.: *The Book of the West*. (Price, 2.00)

Canadian North West Historical Society Publications, Battleford, Sask.

REFERENCE BOOKS

Kennedy, W. P. M.: *The Constitution of Canada*. (Price, 5.00)

Martin, Chester: *Empire and Commonwealth*. (Price, 5.00)

Makers of Canada Series. (10 vols.) (Price on application.)

Wallace, W. S.: *Dictionary of Canadian Biography*. (Price, 7.50)

Martin, Chester: *Lord Selkirk's Work in Canada*. (Price, 2.50)

An extensive bibliography is to be found in the authorized text book (McArthur: *History of Canada for High Schools*).

GRADE XII—HISTORY A—MODERN HISTORY SINCE 1815

Suggested texts:

Cruttwell: *European History, 1815-78*. (Price, .70)

Schmitt: *Triple Alliance and Triple Entente*. (Price, 1.20)

The following alternative texts may be used with confidence:

Grant & Temperley: *Europe in the 19th Century*. (Price, 1.10)

E. Lipson: *Europe in the 19th Century*. (Price, 3.75)

F. Hearnshaw: *An Outline Sketch of the Political History of Europe in the 19th Century*. (Price, .90)

F. Hearnshaw: *Main Currents of European History, 1815-1915*. (Price 2.25)

Marriott, J. A. R.: *History of Europe from 1815-1923*. (Price, 6.00)
 Flenley: *Modern Europe and the World*. (Price, 2.50)
 Somervell: *History of Western Europe, 1815-1926*. (Price, .20)
 Gooch: *A History of Our Time, 1885-1913*. (Price, .80)

The following reference books are brief, and the student will be required to read at least one from each group. The books are cheap and are suggested as useful additions to the school library.

Group 1.

Mowat: *Europe in the Age of Napoleon*. (Price, .20)
 Rose: *Napoleon*. (Price, .20)
 Fisher: *Napoleon*. (Price, .80)

Group 2.

Huddleston: *A History of France*. (Price, .20)
 King: *The Life of Mazzini*. (Price, .70)
 Fisher: *Bonapartism*. (Price, 1.50)
 Brooks: *Napoleon III*. (Price, .75)

Group 3.

Ponsonby: *Queen Victoria*. (Price, 75.)
 Hearnshaw: *British Prime Ministers of the 19th Century*. (Price, .20)

Group 4.

Mowat: *International Relations*. (Price, 1.20)
 Rodd: *Diplomacy*. (Price, .20)

GRADE XII—HISTORY B—CONSTITUTIONAL HISTORY

Note—This course is an option for women students. (Also see Geography IV).

Text: *The Constitution of Canada*, Second Edition, 1938. (Price, 5.00)

Reference: Martin: *Empire and Commonwealth* (Price, 5.00)

MATHEMATICS

GRADE X—ALGEBRA (One-half Unit)

See page 57, section 3 (b).

Texts: Wells and Hart: *Modern Second Course in Algebra*. (Price, .75)

—or—

Crawford: *High School Algebra*. (Price, .55)

PRESCRIPTION OF WORK

The use of determinants in solving a set of two equations is optional.

Wells and Hart: *Modern Second Course in Algebra*—Chapters I-VI, pages 1-88 of the text omitting pages 57-68, inclusive, and page 83. Additional problems should precede the problems given on page 53. Problems of the type given in Ex. II, page 23 of Crawford's text, are recommended.

Crawford: *High School Algebra*—Chapters I-XVI, pages 1-215 of this text.

The following sections should be omitted:

- | | |
|-------------------------------------|------------------------------------|
| P. 25-27—All exercise 12. | P. 135 —Nos. 45 to 54 inclusive. |
| P. 28-35—All chapter III. | P. 137 —Nos. 15 to 17 inclusive. |
| P. 56 —Nos. 19 to 32 inclusive. | P. 139-40—Nos. 39 to 46 inclusive. |
| P. 66 —Nos. 34 to 48 inclusive. | P. 141 —Nos. 35 to 37 inclusive. |
| P. 81 —Nos. 22 to 27 inclusive. | P. 143 —Nos. 18 to 21 inclusive. |
| P. 95 —Nos. 26 to 34 inclusive. | P. 147 —Nos. 2 to 7 inclusive. |
| P. 97 —Nos. 28 to 31 inclusive. | P. 148 —Nos. 56 to 71 inclusive. |
| P. 99 —Articles 68 to 69 inclusive. | P. 149-64—All chapter XII. |
| P. 102 —Nos. 25 to 33 inclusive. | P. 183-87—All. |
| P. 112-13—Nos. 15 to 22 inclusive. | P. 191 —Nos. 7 to 14 inclusive. |
| P. 117 —All exercise 62. | P. 193 —Nos. 25 to 30 inclusive. |
| P. 119-21—Nos. 13 to 41 inclusive. | P. 196 —Nos. 22 to 30 inclusive. |
| P. 123-24—Nos. 26 to 43 inclusive. | P. 202-03—Nos. 18 to 37 inclusive. |
| P. 125-27—All exercise 65 and 66. | P. 213 —Nos. 16 to 23 inclusive. |
| P. 132 —Nos. 48 to 52 inclusive. | |

GRADE X—GEOMETRY (One-half Unit)

See page 57, section 3 (b).

Text: Riter and Snyder: *Geometry for High Schools*. (Price, .80)

The following propositions from Books I and II. Exercises based on these propositions will be required:

BOOK I

- Vertically opposite angles are equal.
- If two triangles have two sides and the included angle of one equal respectively to two sides and the included angle of the other, then the triangles are equal in all respects.
- If two sides of a triangle are equal, then the angles opposite these sides are also equal.
- An equilateral triangle has all of its sides equal.
- If the three sides of one triangle are respectively equal to the three sides of another triangle, the triangles are equal in all respects.
- If two triangles have two angles and the included side to one equal respectively to two angles and the included side of the other, the triangles are equal in all respects.
- To construct an angle equal to a given angle.
- At a given point in a given straight line to construct an angle equal to a given angle and having the given line as an arm.
- To bisect a given angle.
- To bisect a given straight line.
- To draw a perpendicular to a given straight line from a given point within the line.
- To draw a straight line perpendicular to a given straight line of unlimited length from a point outside the given line.
- To draw a straight line through a given point parallel to a given straight line.
- If a straight line falls on two parallel straight lines then each interior-alternate pair consists of two equal angles.
- If a straight line falls on two parallel straight lines, each exterior-alternate pair consists of two equal angles.
- If a straight line falls on two parallel straight lines, then each interior-opposite pair consists of two angles having a sum of 180 degrees.
- If a straight line falls on two parallel straight lines, then each exterior-opposite pair consists of two angles having a sum of 180 degrees.
- The exterior angle of a triangle is equal to the sum of the two non-adjacent interior angles.

19. The sum of the three angles of a triangle is 180 degrees.
20. The sum of the four angles of a quadrilateral is equal to 360 degrees.
21. Each of the angles of an equilateral triangle is 60 degrees.
22. If two triangles have two angles of one equal respectively to two angles of the other, then the third angles are equal.
23. A parallelogram is divided by each diagonal into two triangles equal in all respects.
24. Opposite sides of a parallelogram are equal.
25. Opposite angles of a parallelogram are equal.
26. The diagonals of a parallelogram bisect each other.
27. If two angles of a triangle are equal, then the sides opposite them are also equal.
28. If a set of parallel lines cuts off equal segments on one transversal, it will cut off equal segments on all other transversals.
29. A line through the point of bisection of one side of a triangle and parallel to the base bisects the other side, and is equal to one-half the base.
30. If a straight line falling upon two other straight lines makes the angles of an interior-alternate pair equal, then these two straight lines are parallel.
31. If a straight line falling upon two other straight lines makes the angles of an exterior-alternate pair equal, then the two straight lines are parallel.
32. If a straight line falling upon two other straight lines makes the sum of a pair of interior-opposite angles equal to 180 degrees, then these two straight lines are parallel.
33. If a straight line falling upon two other straight lines makes the sum of a pair of exterior-opposite angles equal to 180 degrees, then these two straight lines are parallel.
34. The straight line joining the middle points of two sides of a triangle is parallel to the third side.
35. The line joining the middle points of two sides of a triangle is equal to half the third side.
36. If two right-angled triangles have the hypotenuse and a side of one equal respectively to the hypotenuse and a side of the other then the two triangles are equal in all respects.

BOOK II

1. If a parallelogram and a rectangle are on the same base and between the same parallels, they are equal in area.
2. The measure of the area of a parallelogram is obtained by multiplying the measure of its base by the measure of the altitude for this base in the same unit.
3. Parallelograms on the same base and between the same parallels are equal in area.
4. Parallelograms on equal bases in the same straight line and between the same parallels are equal in area.
5. The area of a triangle is equal to one-half the area of the rectangle on the same base and between the same parallels.
6. The measure of the area of a triangle is obtained by multiplying one-half the measure of its base by the measure of its altitude in the same unit.
7. The area of a triangle is equal to one-half the area of any parallelogram on the same base and between the same parallels.
8. Triangles on the same base and between the same parallels are equal in area.
9. Triangles on equal bases and between the same parallels are equal in area.

GRADE X—ARITHMETIC (One Unit)

(See also Grade IX—Arithmetic)

Text: Keast: *Canadian Business Arithmetic* (Price, .60). The whole text.

GRADE XI—ALGEBRA (One-half Unit)

(See page 57, Section 3b)

Texts: Wells and Hart: *Modern Second Course in Algebra*. (Price, .75)

— or —

Crawford: *High School Algebra*. (Price, .55)

PRESCRIPTION OF WORK

Wells and Hart: *Modern Second Course in Algebra*—Chapters VII to XII inclusive.

Crawford: *High School Algebra*. Students will cover the whole text with the exception of Chapter XXV, the omissions prescribed for Algebra II, and the following:

- | | |
|------------------------------------|------------------------------------|
| P. 219 —Nos. 19 to 23 inclusive. | P. 282-87—Omit all except P. 286. |
| P. 223 —Nos. 22 to 28 inclusive. | Nos. 1 to 9; (teach only type I). |
| P. 225 —Nos. 21 to 25 inclusive. | P. 291-92—Nos. 18 to 43 inclusive. |
| P. 226-27—Nos. 13 to 28 inclusive. | P. 305-07—Nos. 14 to 36 inclusive. |
| P. 251-52—Nos. 20 to 37 inclusive. | P. 317 —Nos. 9 to 25 inclusive. |
| P. 276 —Nos. 13 to 22 inclusive. | P. 320-26—All. |
| P. 277-78—Nos. 25 to 46 inclusive. | |

GRADE XI—GEOMETRY (One-half Unit)

Text: Riter and Snyder: *A Geometry for High Schools*. (Price, .80)

The following propositions from Books III and IV. Exercises based on these propositions will be required:

BOOK III

1. The right bisector of a straight line of given length is the locus of a point which moves so that it is always equidistant from the end points of the given line.
2. To find a point equidistant from three given points not in the same straight line.
3. To draw a circle passing through three given points.
4. The bisector of the angle formed by two given straight lines in the locus of a point which moves so that it is always equidistant from the two given lines.
5. To find a point equidistant from three given straight lines.
6. Two circles are equal in all respects if the radius of one is equal to the radius of the other.
7. Equal angles at the centre of the same or at the centres of equal circles subtend equal arcs.
8. Equal arcs in the same or equal circles subtend equal angles at the centre.
9. Equal chords in the same circle or in equal circles subtend equal angles at the centre and therefore subtend equal arcs.
10. Equal angles at the centre in the same or in equal circles subtend equal chords; also equal arcs in the same or in equal circles subtend equal chords.
11. The right bisector of a chord of a circle passes through the centre of the circle.
12. To find the centre of a circle of which an arc is given.
13. If a straight line through the centre of a circle is perpendicular to a chord, then it bisects the chord.
14. The straight line joining the centre of a circle to the mid-point of a chord is perpendicular to the chord.
15. Chords equidistant from the centre of a circle are equal.
16. If two chords of a circle are equal, then these chords are equidistant from the centre.

17. The angle at the centre of a circle is double any angle at the circumference standing on the same arc.
18. The angle at the circumference standing on a semicircular arc is a right angle.
19. If an angle at the circumference of a circle is a right angle, then it stands on a semicircular arc.
20. Angles in the same segment of a circle are equal.
21. Angles at the circumference of a circle standing on equal arcs or on equal chords are equal.
22. If the angles at the circumference of a circle are equal, then they stand on equal arcs and also on equal chords.
23. Equal angles (subtended by the same line and on the same side of it) lie in the same segment of a circle.
24. If a quadrilateral is inscribed in a circle, then each pair of diagonally opposite angles has a sum of 180 degrees.
25. If a pair of diagonally opposite angles of a quadrilateral has a sum of 180 degrees, then the quadrilateral is cyclic.
26. To construct a circle touching three given straight lines.
27. In a given triangle, to inscribe a circle touching the three sides.
28. From a point outside a circle to draw two tangents to the circle and to prove them equal.
29. The angles between a tangent to a circle, and a chord drawn from the point of contact are equal respectively to the angles in alternate segments.

BOOK IV

1. If a straight line is parallel to one side of a triangle, then it divides the other two sides proportionally.
(See page 222, extension to Proposition I.)
2. Corollary 1— $\frac{AD}{AB} = \frac{AE}{AC} \left\{ \text{each ratio} = \frac{m}{m+n} \right\}$
3. Corollary 2— $\frac{DB}{AB} = \frac{EC}{AC} \left\{ \text{each ratio} = \frac{n}{m+n} \right\}$
4. If a straight line divides two sides of a triangle proportionately, then it is parallel to the base.
5. A straight line parallel to the base of a triangle cuts off another triangle having its three sides proportional to the corresponding sides of the given triangle.
6. If two triangles are equiangular to each other, their corresponding sides are proportional.
7. If two triangles have two angles of one equal respectively to two angles of the other, then their corresponding sides are proportional.
8. If two sides of one triangle are proportional to two sides of another and the included angles are equal, then the triangles are similar.
9. If two triangles have three sides of one proportional respectively to three sides of the other, then the triangles are equiangular and hence similar.
10. The square on the hypotenuse of a right-angled triangle is equal to the sum of the square on the other two sides. (Pythagorean Theorem.)
11. If the square on one side of a triangle is equal to the sum of the square on the other two sides, then the triangle is right-angled.
12. If two chords of a circle intersect within the circle, the rectangle contained by the segments of one is equal to the rectangle contained by the segments of the other.

13. If a point is taken on a chord produced and a tangent is drawn from this point to the circle, then the square on the tangent is equal to the rectangle contained by the segments of the chord.
14. Ratio applied to areas (pages 248-249).
Text: Riter and Snyder: *Geometry for High Schools*. (Price, .90)

GRADE XII—MATHEMATICS

Texts: Wilson and Warren, *An Intermediate Algebra*. (Price, 1.60)
Crawley and Evans, *Analytic Geometry*. (Price, 2.00)
Hall and Knight (Canadian edition), *Trigonometry*. (Price, 2.00)
Logarithmic Tables (Castle's *Five Figure Logarithmic and Other Tables* (Macmillan) are recommended). (Price, .40)

A—(Algebra, Geometry, Trigonometry)

Algebra—Chapter I, part A and B; Chapter II; Chapter IV, omitting part D.
Geometry—Chapters I, III.
Trigonometry—Chapters II, III to page 29; Chapter IV to Art 32, and Art 34; Chapter V to page 62.

B—(Algebra, Geometry, Trigonometry)

Algebra—Chapters III, VI, VIII, IX.
Geometry—Chapters IV, V (omitting Arts 60-61).
Trigonometry—Chapter VI, with the solution of right triangles using logarithms.

Note—Students who are completing Algebra, Analytic Geometry or Trigonometry of the former course in Grade XII Mathematics will be examined on the work as outlined in the 1939-40 Programme of Studies. A three-hour paper in each of these will be provided in June and September, 1941.

SCIENCE

GRADE X—BIOLOGY (One Unit)

Text: Peabody and Hunt: *Biology and Human Welfare*. (Price, 1.20)

Where the field is already covered in Biology (Peabody and Hunt), the same work need not be repeated in Grade X Physical Education but care must be taken to see that none of the Physiology is omitted. (See page 94, Grade X Physical Education.)

GRADE XI—CHEMISTRY (One Unit)

Note—Grade XI Chemistry is prerequisite for Grade XII Chemistry.

Texts: Evans: *Manitoba High School Chemistry*. (Price, 1.10)

Outline of Experimental Work in Practical Chemistry for Grade XI.
(Price, .10)

Note 1—Twenty per cent. of the time allotted to Chemistry must be devoted to practical work on the part of each student in an adequate laboratory. A Departmental test may be required any time after April 1st.

Note 2—Each student must keep a laboratory note-book and write up therein, in an approved form, a record of each experiment in which he or she has participated. The date on which each experiment was undertaken must be shown. All the "Demonstration" experiments performed by the Instructor must also be included, but must be plainly marked as such. *The Principal or Science Master must certify that each laboratory note-book contains only reports of experiments actually participated in by the student concerned. Note-books must be available for examination by the Inspector.*

Note 3—For his year's work in Practical Chemistry each student must take part in, and write up in his laboratory note-book, a minimum of any fifteen of the "Obligatory" experiments (exclusive of "Demonstration" experiments) from the Outline.

GRADE XI—PHYSICS (One Unit)

Note—Grade XI Physics is prerequisite for Grade XII Physics.

Texts: Black and Davis: *New Practical Physics*. (Price, 1.25)

Outline of Experimental Work in Practical Physics for Grade XI.
(Price, .10)

SYLLABUS

All of chapters IV and V; chapter XII, secs. 169-174, 178-186 (omitting coefficients); all of chapters XIII, XIV, omitting the law in italics on page 246, and problems on pages 248 and 249; XVI; chapter XVII, secs. 258-266; chapter XVIII, secs. 272-282; chapter XIX, secs. 297-299; chapter XX, secs. 302-311; chapter XXI, secs. 326-328, 332-337; chapter XXIII, secs. 360-362, 367-369, 371-376; all of chapters XXV and XXVI; chapter XXVII, secs. 429-442; chapter XXVIII, secs. 453-455, 457, 465-473, 476-478, 485; chapter XXIX, secs. 491, 498-501.

The following work is optional:

- (a) Problems 6 to 8, 13 to 15—page 238.
- (b) Problems 6 to 11—page 243.
- (c) Problems 6 to 10—page 252.
- (d) Problems 3 to 13—page 389.
- (e) Problems 1 to 11—page 391.
- (f) Sections 417 and 418—pages 475 and 476.
- (g) Problems 6 and 8—page 479.

Note 1—Twenty per cent. of the time allotted to Physics must be devoted to practical work on the part of each student in an adequate laboratory. A Departmental test may be required any time after April 1st.

Note 2—Each student must keep a laboratory note-book and write up therein, in an approved form, a record of each experiment in which he or she has participated. The date on which each experiment was undertaken must be shown. *The Principal or Science Master must certify that laboratory note-book contains only reports of experiments actually participated in by the student concerned. Note-books must be available for examination by the Inspector.*

Note 3—For his year's work in Practical Physics each student must take part in, and write up in his laboratory note-book, a minimum of fifteen experiments from the Outline.

GRADE XII—CHEMISTRY*

Grade XI Chemistry is a prerequisite for Grade XII Chemistry

Texts: *Outline of Experimental Work in Practical Chemistry for Grade XII.* (Price, .10)

McPherson and Henderson: *An Elementary Study of Chemistry. Introductory College Course* (Fourth Edition). (Price, 2.50) Omit chapters I, II, III, IV, XI, XIII, XXXVIII, XXXIX, XLII, XLIII, XLIV, XLV, XLVI.

See Note 2, Grade XI Chemistry.

Note 3—For his year's work in Practical Chemistry each student must take part in, and write up in his laboratory note-book, a minimum of twenty experiments (exclusive of "Demonstration" experiments) from the Outline.

Note 4—Practical tests will be conducted, beginning April 15th, by examiners appointed by the Department of Education. The examiners will decide whether the candidates pass or fail, taking into account the following:

- A. Technique of manipulation of:
 - (a) Glassware, corks, etc.
 - (b) Bunsen burners and spirit lamps and their flames.
 - (c) Test tubes and beakers re boiling, filtering, transferring liquids, etc.
 - (d) Re-agent bottles.
 - (e) Gas collection.
- B. Use of small quantities in proper proportions in experimental work.
- C. Precautions to avoid contamination.
- D. The care of equipment.
- E. Storage and care of re-agents.
- F. Recognition of typical qualitative analysis precipitates, flame colors beads, etc.
- G. What to do in case of accident.

Note—Every laboratory should be equipped with first-aid kit, wash-bottle of dilute sodium bicarbonate, fire extinguisher, and sand box.

GRADE XII—PHYSICS*

Grade XI Physics is a prerequisite for Grade XII Physics

Texts: *Outline of Experimental Work in Practical Physics for Grade XII.* (Price, .10)

Black and Davis: *New Practical Physics* (Price, 1.25), Chapters II, III, VII, VIII, IX, X, XI, XII; chapter XV, section 245; chapters XVII, XVIII, XIX, XX, XXI, XXII, XXIII, XXVII, XXVIII, XXIX, XXXI.

See Note 2, Grade XI Physics.

Note 1—Each student must take part in and write up a minimum of twenty experiments.

Note 2—Practical tests will be conducted, beginning April 15th, by examiners appointed by the Department of Education.

*Students preparing for Grade XII extra-murally are required to do their practical work in Science at the Summer School. Students preparing for Grade XII in a school which, in the opinion of the Inspector, is not adequately equipped for the practical work in Science must also take their practical work at the Summer School.

FOREIGN LANGUAGES

Where instruction in a foreign language is desired by any pupil in a one-room high school or in Grade IX in a one-room rural school such instruction shall be taken by correspondence, unless with the approval of the Superintendent of Education.

FRENCH

GRADE X—FRENCH (One Unit)

Aims—See Grade VII.

Text: Ritchie and Moore: *Nelson's Second French Course*. (Price, 1.00)

1. **Lessons I-XV**, pages 11-61 inclusive.
2. **The Irregular Verbs**, pages 121-132 inclusive. Omit the subjunctive.
3. **Elementary French Composition**, numbers 5, 6, 8, 10, 12, 14, 16, 17, 20, 22, 24, 25, 26, 29, 30, 33, 35, 36, 40, 42, 45, 47, 48, 51.

When time permits, Compositions from 1 to 51, not included above, may be studied for additional practice.

4. **Conversational Practice**. Based upon the Nelson Series of Pictures and the Reader.
5. **Reading**.

Text: Hills & Dondo: *Contes Dramatiques*. (Price, .55)

Supplementary—For additional practice in Reading where time will permit:

Auzas: *La Journée d'un Petit Lyceen*. (Price, .25)
Ceppi: *L'Aventure de Ted Bopp*. (Price, .35)
Ceppi: *Trente-deux Petits Contes*. (Price, .55)
Comtesse de Segur: *Memoires d'un Ane*. (Adapted and edited by R. H. Pardoe, B.A.) (Price, .35)
Le Harivel: *Souvenirs et Tribulations de Charlot*. (Price, .45)
Spink & Millis: *Aventures de la Famille Gautier*. (Price, 1.30)
Rebald: *Pucinar* (Edited by E. P. Jago). (Price, .65)

One of the following will be found very helpful in studying the Verb:

Muller: *A Short Theory of the Conjugation of the French Verb*. (Price, .35)
Baker: *Passe Partout Verb Leaf*. (Price, .40)

For those who began French in Grade IX:

1. **Lessons 29-44**, *Nelson's First French Course*.
Lessons 1-9, *Nelson's Second French Course*.
2. **The Irregular Verbs**, as above.
3. **Elementary French Composition**, as above.
4. **Conversational Practice**, as above.
5. **Reading**, as above.

Reference for Teachers: Ritchie and Moore: *Junior Translation from French*. (Price, 1.15)

GRADE X—FRENCH OPTION (One Unit)

1. **Leçons de Langue française, cours supérieur F.E.C., édition revue et corrigée,** pages 215-271. Exercices orthographiques en rapport avec la partie étudiée ainsi, qu'avec la deuxième partie de la grammaire: Numéros à omettre: 752, 764, 768, 769, 770, 773, 774, 775, 804, 808, 816, 822, 785.
2. **Notions de Style.** Les mêmes qu'au programme de French Option IB.
3. **Lectures Littéraires.** Les mêmes qu'au programme de French Option IB.
4. **Exercices de composition.** Les mêmes qu'au programme de French Option IB.
A l'usage des progressseurs: *Comment composer mon devoir français* par G. Fournier, Gigord, Paris.
5. **Lectures supplémentaires.** Les mêmes qu'au programme de French Option IB.

GRADE XI—FRENCH (One Unit)

Text: Ritchie and Moore: *Second French Course* (Nelson). (Price, 1.00)

1. (a) Grammar.

Special emphasis should be placed upon the following essentials of French Grammar:

- (1) The inflection of nouns and adjectives.
- (2) The inflection of the verb, including the full conjugation of all the commonly used irregular verbs, as given in Nelson, pages 121 to 132.
- (3) Tense auxiliaries, the reflexive verb, and the agreement of the past participle.
- (4) Pronouns, including demonstrative, interrogative, relative, and indefinite pronouns and the order of pronoun objects.
- (5) Conditional sentences and the use of the subjunctive mood.

(b) Prose.

- (1) The translation into French of short sentences as a test of the student's knowledge of correct grammatical forms and structures and of conversational idiom.
- (2) The translation into French of easy continuous passages taken from Elementary French Composition, *Nelson's Second French Course*: Numbers 41, 43, 46, 49, 50, 53, 56, 57, 59, 64, 66, 67, 68, 69, 70, 71, 74, 77, 80, 82, 84, 89.

(c) Composition.

The writing of short original compositions concerning everyday topics and the material studied throughout the course.

2. Authors and Sight.

(a) The Reading of the Following Texts:

Labiche et Martin: *La Poudre aux Yeux*. (Edited by Sonet.) (Price, .40)
Aldrich & Foster: *A French Reader*. (Price, .85)

Supplementaries—For additional practice in Reading where time permits:

Boutinon: *La Mission de Slim Kerrigan*. (Edited by Gurney & Scott.) (Price, .35)

Dumas: *Les Deux Freres*. (Abridged and edited by R. H. Pardoe, B.A.) (Price, .40)

Ceppi: *Trente Petits Dialogues*. (Price, .50)

Bernay: *Les Chasseurs de Papillons*. (Edited by Scott & Storey.) (Price, .30)

Erckmann-Chatrian: *Le Tresor du Vieux Seigneur*. (Price, 30.)

Lewis Carroll: *L'Aventure Merveilleuse d'Alice*. (Price, .40)

The chief aim in the author's work should be to acquire a feeling for the language and to make the vocabulary and idiom of the reading matter as far as possible an active vocabulary and idiom for the student. Mere translation into English will not accomplish this, and the constant writing out of such translation is a useless waste of time. The aim can be accomplished best (1) by frequent reading aloud of the passages already studied; (2) by the memorization of suitable passages; (3) by frequent oral and written reproduction in French of the matter read.

(b) **Sight Translation.**

Practice in reading at sight of French passages of moderate difficulty. The entire work will be covered by one three hour paper in the proportion of 60% for grammar and 40% for authors. All the translation on the examination paper may be sight.

Reference for Teachers: Ritchie and Moore: *Junior Translation from French*. (Price, 1.15)

Teachers will find "La France" (Edition Scolaire), published by Evans Brothers, Montague House, Russell Square, London, W.C.1, very delightful as an extra text.

GRADE XI—FRENCH OPTION (One Unit)

1. Texte: Précis d'Histoire littéraire: Une réunion de professeurs.

(a) Du commencement à la "Quatrième Epoque," comprenant:

- (1) La Chanson de Roland.
- (2) Le Roman de la Rose.
- (3) Les Miracles—Les Mystères.
- (4) La Prose au Moyen-Age.
- (5) La Renaissance.
- (6) La Poésie au XVI^e siècle.
- (7) La Prose au XVI^e siècle.
- (8) Trois influences dominant la littérature au XVII^e siècle.
- (9) L'Académie Française.
- (10) Caractéristiques de la Poésie au XVII^e siècle.
- (11) Réformes de Malherbe.
- (12) Caractéristiques de la Prose au XVII^e siècle.

(b) Etude des auteurs suivants: notice biographique résumant la vie de l'écrivain en une dizaine de lignes, nomenclature des quatre ou cinq principales oeuvres littéraires, originalité, style et influence: François Villon, Joinville, Ronsard, Rabelais, Corneille, Racine, Molière, La Fontaine, Boileau, Bossuet, La Bruyère, Mme. de Sévigné, Fénelon.

(c) Analyse des morceaux suivants:

Texte: Lectures littéraires: *Fr. de l'Instruction Chrétienne*.
 Corneille: *Cinna*.
 Molière: *Le Misanthrope*.
 Bossuet: *Péroraison de l'Oraison funèbre de Condé*.
 Racine: *Les Plaideurs*.
 Paul-Louis Courier: *Aventure en Calabre*.
 Dumas: *Le pont du diable*.
 Ferland: *Notre Histoire*.
 Chapais: *Mort de Montcalm*.
 Adjutor Rivard: *La maison condamnée*.
 François Coppée: *Pour la Couronne*.

L'analyse s'attache à dégager d'un développement l'idée essentielle à reconnaître le sens précis des mots et à en apprécier la propriété, à sentir le caractère et la beauté du morceau.

Le but de l'analyse est d'apprendre aux enfants non-seulement à admirer la belle littérature mais à exprimer leurs propres pensées d'une manière grammaticale et littéraire. Par de nombreux exercices, l'on habituera les élèves à mettre de l'ordre dans leurs idées, à construire des phrases claires, élégantes, originales, à développer un sujet selon un plan bien tracé.

2. **Camille Roy:** *Manuel d'histoire de la littérature canadienne* (édition 1930).

(a) Introduction.

(b) Etude des auteurs suivants: notice biographique résumant la vie de l'écrivain en une dizaine de lignes, nomenclature de quatre ou cinq des principales oeuvres littéraires, style et influence: Alexandre Taché, Blanche Lamontagne, Thomas Chapais, François-Xavier Garneau, Octave Crémazie, Philippe-Aubert de Gaspé, Lionel Groulx, Henri Bourassa.

3. **Racine:** *Esther* (édition classique par P.A. Sengler).

4. **Aloné de Lettres:** Au Cap Blomidon.

5. **Grammaire:** Etude prescrite dans "French IIIA" et "French Option IIB."

Texte: Leçons de Langue française, cours supérieur F.E.C.

6. **Lectures supplémentaires:** Les auteurs exigés dans "French IIIA" et quatre volumes au choix parmi les oeuvres suivantes:

Corneille: *Horace*.

La Bruyère: *Les Caractères*.

Molière: *Le Bourgeois Gentilhomme*.

Pierre l'Ermite: *Le Monsieur en gris*.

Claude Robert: *La Lumière sur la Montagne*.

Harry Bernard: *La Dame blanche*.

V. Marmotton: *Pier Georgie Frassati*.

C.N.D.: *Un lys fleurit entre les épines*.

Marmotte: *François de Bienville*.

Rumilly: *La Vêrendrye*.

A. Dragon: *Toujours plus haut*.

Blanche Lamontagne: *Un coeur fidèle*.

Monlaur: *Ame Celtes*.

Julie Laverignes: *Les légendes du Trianon*.

La dernière nuit de Kervizel

7. **Vers à apprendre par coeur: Lectures littéraires:**

(a) Crémazie: Emigration

"Au nom de vos aïeux" (12 lignes)

(b) Alfred de Musset: L'Etoile du soir

"Etoile, où t'en vas-tu" (8 lignes)

(c) Victor Hugo: Donnez riches

"Donnez! pour être aimés" (6 lignes)

(d) Henri de Bornier: La Fille de Roland

"Ah! Gêrald est vainqueur!" (8 lignes)

(e) Victor de Laprade: Aux jeunes gens

"Plus Haut! Toujours plus haut! . . ." (8 lignes)

(f) Pamphile Lemay: La Maison

"Le soleil a mûri" (8 lignes)

(g) Racine: Esther. Acte III, scène 3

"Quoi! lorsque vous voyez périr votre patrie" (8 lignes)

Livres de référence recommandés aux instituteurs:

Comment composer mon devoir français, par G. Fournier, Gigord, Paris.

Stylistique française. Livre du maître. E. Legrand, Gigord, Paris.

GRADE XII—FRENCH A—AUTHORS AND PRACTICE

1. **Grammar and Composition.**

Text: Olmsted and Sirich. *Beginners' French Grammar*. (Price, 1.50)

Lessons XV-XXXV, together with proportionate part of Verb Review.

2. **Authors.**

Mérimée: *Colomba*: ed. by Robert (price, .65)

GRADE XII—FRENCH B—AUTHORS AND PRACTICE

1. Lessons XXXVI-LV, Verb Review completed.

Some time will be given in each term to the translations of passages of continuous prose.

2. Authors.

French Short Stories, ed. by Hills and Holbrook (Price, 1.70.) The stories prescribed are those by Bazin, Daudet, Maupassant, Coppée, Mérimée (omitting Tamango), Balzac, Zola.

Note—A substantial proportion of the marks assigned to translation in these papers will be given for sight work.

GRADE XII—OPTIONAL FRENCH C

1. Texte: Précis d'Histoire littéraire: Une réunion de professeurs

Les XVIIIe, XIXe, et XXe siècles, comprenant:

- (a)
 1. Trois influences dominant le XVIIIe siècle.
 2. Divisions du XVIIIe siècle littéraire.
 3. Caractéristique de la poésie au XVIIIe siècle.
 4. La Prose au XVIIIe siècle.
 5. Romans et pamphlets.
 6. Théâtre.
 7. Encyclopédie.
 8. Caractères de la littérature sous la Révolution.
 9. Principaux courants littéraires du XIXe siècle:
 - (a) Renouveau catholique.
 - (b) Influence des littératures étrangères.
 - (c) Mouvement romantique.
 - (d) Romantisme outrancier.
 - (e) Le Parnasse.
 - (f) Le Symbolisme.
 10. La philosophie au XIXe siècle.
 11. L'éloquence.
 12. Le roman au XIXe siècle:
 - (a) Le roman historique.
 - (b) Le roman de mœurs.
 - (c) Le roman psychologique.
 - (d) Le roman réaliste.
 13. L'histoire au XIXe siècle:
 - (a) Les écoles narratives et descriptive.
 - (b) Les écoles philosophique et critique.
 - (c) Les écoles scientifique et politique.
 - (d) Les Mémoires et les Correspondances.
 14. La critique.
 15. La science.
 16. Conclusion sur la tendance actuelle de la littérature.
- (b) Etude des auteurs suivants: notice biographique présentant en une dizaine de lignes la vie de l'écrivain, mention de quatre ou cinq de ses principales oeuvres littéraires, sa philosophie, son style, son originalité, son influence:

Voltaire, Buffon, J. J. Rousseau, André Chénier, Beaumarchais, Bernardin de Saint-Pierre, Chateaubriand, Mme. de Stael, Lacordaire, Montalambert, Louis Veuillot, Lamartine, Victor Hugo, Alfred de Vigny, Alfred de Musset, François Coppée, Henri de Bornier, Edmond Rostand, Frédéric Mistral, Paul Claudel, Paul Bourget, René Bazin, Henri Bordeaux, Louis Bertrand, Guizot, Fustel de Coulanges, Frédéric Ozanam, Gabriel Hanotaux, Henri Brémont, Louis Pasteur.

Grammaire: Etude prescrite dans "French IVA and B" et "French Option IIB."

GRADE XII—OPTIONAL FRENCH D

1. Texte: Lectures littéraires: *Frères de l'Instruction Chrétienne*.

Morceaux à analyser:

André Chénier: *La jeune captive*.
Chateaubriand: *Une nuit au Niagara*.
Alfred de Vigny: *Le Cor*.
Michelet: *Mort de Sainte Jeanne d'Arc*.
Victor Hugo: *Les Pauvres Gens*.
Louis Veuillot: *Deux Frères*.
Henri de Bornier: *La Fille de Roland*.
Alphonse Daudet: *La dernière classe*.
Pierre Loti: *Une aurore boréale*.
René Bazin: *Départ d'un jeune émigrant*.

Les morceaux ci-dessus mentionnés et d'autres extraits, au choix du maître, peuvent servir de modèles dans les genres de composition qui suivent: description, narration, portrait, lettre, dialogue, allocution, compliment.

Le maître encouragera les lectures particulières des élèves à domicile, leur fournira une bonne méthode de fiches ou d'extraits, et leur enseignera à prendre et à utiliser les notes.

2. Corneille: *Polyeucte* (édition classique par P. A. Sengler)

3. Lectures supplémentaires:

Les auteurs exigés dans "French IVA et B" et quatre volumes au choix parmi les ouvrages suivants:

Traduction de Gauthier: *La Chanson de Roland*.
Fénélon: *Télémaque*.
Henri de Bornier: *La Fille de Roland*.
Rostand: *Cyrano de Bergerac*.
Reynès Monlaur: *Après la neuvième heure*.
Baumann: *Le Baptême de Pauline Ardel*.
Jules Fournier: *Anthologie des Poètes canadiens*.
Jean Bruchési: *L'épopée canadienne*.
F. Marie-Victorin: *Récits laurentiens*.
Lekeux: *Maggy*.
Abbé Morice: *Vie de Mgr. Langevin*.
Boucherville: *Une de perdue, deux de retrouvées*.
Maurice Barrès: *Colette Baudoche*.
Farley: *Jean-Paul*.

Livres de référence recommandés aux instituteurs:

- (a) *Comment composer mon devoir français*, G. Fournier.
- (b) *Stylistique française. Livre du maître*. E. Legrand, (Gigord, Paris).

LATIN

GRADE X—LATIN (One Unit)

Aims: See Grade VIII.

Text: *Latin for Today*, combined edition, by Gray, Jenkins, McEvoy, Dale (Ginn & Co.). (Price, 1.00.) Students will continue to the end of chapter LXIX, page 381. In the case of students who began Latin in Grade VIII, teachers should endeavour to enrich the course by supplementary work. See select School Library List, printed at the end of the Grade XII Latin programme.

GRADE XI—LATIN (One Unit)

Aims: See Grade VIII.

Texts: Robertson, Bennett, and Glassey: *Ontario High School Latin Reader*, Parts IV and V. (Price, .55)

Robertson, Bennett, and Glassey: *Selections from Virgil*, lines 1-359. (Price, .55)

*Hamilton and Carlisle: *Latin Grammar for Secondary Schools*. (Price, 1.00.) This text in grammar should be completed.

The final examination will include (a) grammatical questions on passages from the prescribed texts, (b) such other questions as arise naturally from the context, and (c) the translation into Latin of easy English sentences, with the vocabulary based on the prescribed Caesar in the *Latin Reader*. Marks on the final examination will be allotted as follows: Prescribed translation, 45%; sight translation, 10%; grammar, 25%; translation from English into Latin, 20%.

The following reference books should be read by students, and should be made available for them through the School Library. Students are not expected to buy them:

Fowler: *Julius Caesar* (Heroes of the Nation's Series). (Price, 3.25)

Mackail: *Virgil* (Our Debt to Greece and Rome Series). (Price, 2.25)

Bulfinch: *The Age of Fable* (Everyman's Library). (Price, .70)

*Note—The authorization for this text will expire on June 30, 1941. The text *Latin for Today* will replace this.

GRADE XII—LATIN A—AUTHORS AND PRACTICE

Latin Grammar, Composition and Sight Translation.

In preparation for this paper students will be expected to provide themselves with any standard Latin Grammar (D'Ooge, Bennett, or Allen and Greenough are recommended). Questions on grammar will be set involving a knowledge of the forms. In Composition sentences will be given for translation, based on the vocabulary of the prescribed prose authors and on the following principles of syntax:

Paper A—The common case constructions; indirect statements; purpose clauses; result clauses; participles; direct and indirect questions; direct and indirect commands; intransitive verbs.

Paper B—The constructions set down for Paper A; gerund and gerundive; temporal clauses; causal clauses; conditional clauses (regular types); constructions after verbs of *preventing and fearing*; subordinate clauses in indirect narration.

The following text are recommended for practice in these constructions: Bonney and Niddrie, *Latin Prose Composition* (Ginn & Co.) (Price, 1.00), or Turberville & Duchesne: *Translation into Latin Part II*: Dent (Price, 1.00).

The three grammars recommended above are as follows:

D'Ooge: *Concise Latin Grammar*. (Price, 1.60)

Bennett: *New Latin Grammar*. (Price, 1.55)

Allen and Greenough: *New Latin Grammar*. (Price, 2.00)

Authors.

Text: Bonney and Niddrie, *Latin Prose and Poetry* (Ginn & Co.). (Price, 1.35)

For Paper A: the selections from Gellius, Eutropius, and Phaedrus.

For Paper B: Nepos, selections 1, 2, 4, 5, 6, 8, 9, 10, 11; Livy, selection 4, 7, 8, 10, 11; Ovid, selections 1, 2, 3, 6, 7, 8, 10.

A knowledge of the syntax and subject matter of the authors read is also required.

On the final examinations, marks will be allotted to the various sections as follows: Prescribed translation, 35%; grammar, syntax, and subject matter of prescribed authors, 20%; sight translation, 15%; translation from English into Latin, 30%.

Select School Library List for Supplementary Reading and Reference

(i) Factual Information on Roman Life—

Grant Showerman: *Rome and the Romans* (Macmillan). (Price, 3.00)

W. S. Davis: *A Day in Old Rome* (Alyn and Bacon).

H. W. Johnston: *Private Life of the Romans* (Scott, Foresman & Co.).

*Treble & King: *Everyday Life in Rome* (Oxford University Press).*(Price, .75)

(ii) Fiction on Roman Life and History—

Bulwer-Lytton, *Last Days of Pompeii* (Macmillan).

W. S. Davis, *A Friend of Caesar* (Macmillan).

H. Sienkiewicz, *Quo Vadis* (Nelson).

(iii) Classical Mythology—

Chas. M. Gayley: *Classical Myths in English Literature* (Ginn).

(iv) Teaching Methods—

Hill Seeger, and Winch: *Teaching First-Year Latin*, pub. by the Ohio Latin Service Committee, Ohio University, Athens, Ohio. (Price, 1.60)

(v) Etymology and Derivation—

E. L. Johnson: *Latin Words of Common English* (D. C. Heath) (Copp Clark in Canada, 2.00).

(vi) Latin Literature—

J. A. Mackail, *Latin Literature* (John Murray, London; or the University of Manitoba Book Dept.)

(vii) Periodicals—

The Classical Outlook, published by the American Classical League, at New York University, New York. Subscription, 1.00.

The Classical Journal, ed. by F. S. Dunham, University of Michigan, Ann Arbor, Michigan. Subscription, 2.50.

(A club rate for these two periodicals is obtainable through the American Classical League for 2.95.)

*This is an excellent introductory book on Roman life and manners which teachers will find useful for grades X and XI as well as for Grade XII.

GERMAN

GRADE X—GERMAN

(One Unit)

Texts: Vos: *Essentials of German*. (Price, 1.35) Lessons 1-21.

Guerber: *Märchen und Erzählungen, Book I*. (Price, 1.25)

GRADE XI—GERMAN (One Unit)

1. Grammar.

(One Unit)

Text: Vos: *Essentials of German*, (Price, 1.35), completed.

Special emphasis should be placed upon the following essentials of German Grammar:

(a) The verb inflection. The principal parts of from 75 to 100 of the more common strong verbs should be definitely mastered.

(b) The principles of the noun inflection and the acquisition of a definite active noun vocabulary.

(c) The adjective declension.

(d) The preposition.

(e) The main principles of German word-order.

The mere learning of rules is not sufficient; they must be made habitual by constant oral and written practice.

2 Authors.

Texts: Hennings: *Klein Heini*. (Price, .60)

Blüthgen: *Das Peterle von Nürnberg*. (Price, .85)

The chief aim in the authors should be to acquire a feeling for the language and to make the vocabulary and idiom of the reading matter as far as possible an active vocabulary and idiom. Mere translation will not accomplish this and the constant writing of such translation is a useless waste of time. The aim can be accomplished best: (1) By frequent reading aloud of the reading matter already studied; (2) by memorizing suitable passages; (3) by free oral and written reproduction of the reading material.

Owing to the many brief and interesting incidents of which the story is made up, as well as its simple style and practical vocabulary, *Klein Heini* lends itself admirably to oral and written reproduction. This phase of the work should therefore be stressed in the study of this text.

The entire work will be covered by one three hour paper in the proportion of 65% for Grammar and Composition (including the composition based on *Klein Heini*), 20% for translation based on the prescribed reading material, and 15% for sight translation.

The following selections are suggested for oral and written practice: *Ein feiner Morgen, Angemeldet, Der Händler, Vater Kruse, Im Grünladen, Das Unglück, Bei Grossmutter, Jetzt geht er in die Schule, Weltesen, Der kleine Baumeister, Dr. Dummerling, Der Schulausflug*.

For supplementary reading the following are suggested: *Graded German Series*, edited by Peter Hagboldt. The series consists of 10 booklets each containing about 40 pages of text. (Price per book, .25) The first five are suitable for first year High School German, the other five for the second year.

GRADE XII—GERMAN A (AUTHORS AND PRACTICE)

Betz & Holzwarth: *Second German Book*, pp. 1-96; 193-310; and 375-384 (inclusive). (Price, 1.80)

It is expected that as much oral and written work as possible be done throughout the year, particularly with the reading selections in Part I of the book.

GRADE XII—GERMAN B (AUTHORS AND PRACTICE)

A Second German Book, completed; Hohrath, *Hannelore erlebt die Grossstadt* (Crofts). (Price, 1.55)

ICELANDIC

GRADE X—ICELANDIC

(One Unit)

- (a) **Grammar**—Jon Olafsson: *Lilla Modurmalsbokin*.
Review of previous year's work.
- (b) **Composition**—Exercises 21-36, pages 94-122. Simple descriptions and accounts of personal experiences. Letter writing.
- (c) **Authors**—*Ny Lesbok*, Akureyri, 1922, pages 95-194.

GRADE XI—ICELANDIC

(One Unit)

- (a) **Grammar**—Jon Olafsson: *Lilla Modurmalsbokin*.
 - (b) **Composition**—Simple essays and letters.
 - (c) **Authors**—(1) *Nyju Skolaljodin*, Akureyri, 1924.
(2) Einar Hjorleifsson, *Smaelingjar*, pages 1 to 59.
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GREEK

GRADE X—GREEK (One Unit)

Text: White: *First Greek Book*. Exercises 1-50, inclusive. (Price, 2.00)

GRADE XI—GREEK (One Unit)

Texts: White: *First Greek Book*. (Price, 2.00)

Xenophon: *Anabasis*, Book I, Chapters 1-8. (Price, .65)

Translation into English of passages from prescribed texts.

Translation at sight of passages from some easy prose author. Candidates will be expected to have supplemented the reading of the prescribed texts by additional practice in the translation of Greek.

Grammatical questions on passages from prescribed texts will be set, and such other questions as arise naturally from the context.

Translation into Greek of easy sentences with the vocabulary based upon the prescribed *Xenophon*.

- (a) Greek Grammar and Composition.
- (b) Xenophon and Sight Translation.

15% of the marks on this paper may be given for Sight Translation.

MUSIC

GRADE X—MUSIC (One Unit)

Note—This subject will represent *one full unit* if it is assigned four periods per week, and is taught by a teacher holding a specialist's certificate of music.

1. Theory.

Questions on time and time signatures.

Writing in specified times with correct grouping of notes and rests.

Intervals, consonant and dissonant and their inversions.

Transposition of simple melodic passages up or down a half tone, tone, fifth or octave.

Major and harmonic and melodic minor scales.

2. At least one-half of the weekly periods will be spent in acquiring a comprehensive repertoire of songs of various periods and of various styles. In addition to choral singing, students will be required to participate in small vocal ensembles, and in duets and trios wherever possible. The final test in practical work will include sight-singing and individual solo tests. Special credit might be given to students who enter solo or ensemble classes in the Musical Festival.

3. History of Music.

A brief outline with detailed study of those periods to which the songs chosen in Part 2B belong.

1. *Music Before the 17th Century:*

Church Music—Plain Song and Chant.
Folksong.

2. *Music from the 7th to the 16th Century:*

Development of Harmony.

3. *16th Century and Early 17th Century:*

Music of the Church.
Secular Madrigals.
Lute Songs.

4. *Music of the 17th Century:*

Beginning of Opera and Oratorio.
Music of Purcell.

5. *Music of the 18th Century:*

Handel.
Bach.
Gluck.
Haydn.

6. *Music of the 19th Century:*

Beethoven.
Schubert.
Schumann.
Mendelssohn.
Brahms.
Verdi.
Wagner.

7. *Music of the 20th Century.*

GRADE XI—MUSIC (One Unit)

See Note under Grade X Music.

1. Theory.

Transposition of melodic passages to any interval.
Major and harmonic and melodic minor scales and key signatures.
Harmonic and melodic chromatic scales.
Intervals and their inversions and keys they belong to.
Triads and their inversions.
Irregular time groups and questions on time signatures.

2. Same as in Music II. More difficult songs, etc., to be chosen.
3. Same as in Music II.

Reference Book: Dyson: "*Progress of Music.*" (Price, 1.75)

GRADES X, XI, XII—MUSIC OPTION

For information as to the plan by which students may earn credit for Music Option, see page 58.

ART

GRADE X—ART (One Unit)

Note—This subject will represent *one full unit* if it is assigned four periods per week, and is taught by a competent teacher.

The following exercises are suggested as a field for instruction and study, being Part I of a two years' course.

1. Representation.

- (a) *Studies made from objects translated into clean outlines suitable for "line cuts."*
- (b) *Similar studies translated into solid black and white values, representative of the major effects of light and shade.*
Practical effect may be given to these studies as engravings on linoleum or other materials.

2. Lettering.

- (a) *Careful study of the Roman and Italic Alphabets, their structure and design.*
- (b) *Exercises in correct spacing by means of quotations, etc.*

3. Design.

The designs in this course must conform to the production requirements of the printing press.

- (a) *Borders, linear and ornamental effects.*
- (b) *Spot designs, for page decoration.*
- (c) *Head and tail pieces.*
- (d) *Pattern designs suitable for covers and linings of books, etc.*

4. Color Study.

These studies must aim at an understanding of the principal facts of color construction for the identification of color effects.

- (a) *Construction of color charts.*
- (b) *Elementary effects in applied designs for posters, box covers and lining papers.*

Reference—Kyle: *Design for Industrial Arts, Book III, Lettering.* (Price, .80)

GRADE XI—ART (One Unit)

See Note under Grade X Art.

1. Representation.

- (a) *Tone studies in pencil and wash.*
- (b) *Still life studies in color.*
- (c) *Designs in color suitable for advertising and illustrative purposes.*

2. Alphabets.

- (a) *Text.*
- (b) *Modern letters.*
- (c) *Decorative illumination.*

3. Design.

- (a) *Line and half-tone illustrations.*
- (b) *Catalogue and advertising lay-outs.*
- (c) *Page decorations.*
- (d) *Costume designs in color.*

4. Theory.

- (a) *Principles involved in advertising.*
- (b) *Lay-out construction.*
- (c) *Technical considerations involved in printing.*
- (d) *The nature and use of: Line-cuts, half-tones and color blocks in printing processes.*

5. Color Theory, Advanced.

*The use of: Harmonic contrasts, analogies,
Simultaneous contrasts and symbolism in color.*

PHYSICAL EDUCATION

GRADE X—PHYSICAL EDUCATION

(One-half Unit)

Text: Syllabus of Physical Training for Schools, 1933 edition. (Price, .55)

Ritchie: *Human Physiology*, chapters 8 to 17, pages 77 to 209. (Price, 1.25)

Where the field is already covered in Biology (Peabody and Hunt), the same work need not be repeated in the Physiology, but care must be taken to see that none of the Physiology is omitted.

GRADE XI—PHYSICAL EDUCATION

(One-half Unit)

Text: Syllabus of Physical Training for Schools, 1933 edition. (Price, .55)

Ritchie: *Human Physiology*, chapters XVIII-XXVI, pages 209-302. (Price, 1.25)

AGRICULTURE

GRADES X AND XI (Two Units)

Information supplied on request.

SHORTHAND

GRADE X—SHORTHAND (One Unit)

(See also Grade IX Shorthand)

Completion of the theory of any system used; dictation and transcription of easy matter and correspondence.

One of the following texts will be found useful for additional vocabulary and dictation exercises:

Gregg Speed Building (Gregg Shorthand). (Price, 1.20)

Canadian Business Dictation (Gregg Shorthand). (Price, .80)

New Standard Dictation Course (Pitman Shorthand). (Price, 1.50)

Roszell: *Review and Dictation Course* (Pitman Shorthand). (Price, .85)

The Expert Dictator (Pitman Shorthand). (Price, 2.00)

Russell: *The Canadian Secretary* (Isaac Pitman System). (Price, 1.55)

BOOKKEEPING

GRADE X—BOOKKEEPING (One Unit)

(See also Grade IX Bookkeeping)

Text: Belding, Greene and Beech: *Applied Bookkeeping and Accounting, Elementary Course*. (Price, 1.25) Review chapters I-VII and complete the text.

Students will find valuable assistance in Beech and Bruce: *Drill Exercises in Canadian Bookkeeping*. (Price, 1.50)

Secretarial Studies (Gregg) will afford practice in office routine. Published in two books, one, *Intensive Course* (Price, .54) containing the material, and the other, *Students' Work Sheets* (Price, .54) the blank forms required.

TYPEWRITING

GRADE X—TYPEWRITING (One Unit)

To earn *any* credit in Typewriting, the course must be completed.

Text: SoRelle: *New Rational Typewriting*, Canadian Edition. (Price, 1.00)

GRADE XI—TYPEWRITING (One Unit)

Touch method. Knowledge of the key board; care and use of the machine. Practice and drills leading up to the typing of a business letter.

Text: SoRelle: *New Rational Typewriting*, Canadian Edition. (Price, 1.00)

BUSINESS CORRESPONDENCE

GRADE XI (One Unit)

Text: H. J. Russell: *Canadian Commercial Correspondence*. (Price, 1.55)

Secretarial Studies (Gregg) will afford practice in office routine. Published in two books. *Intensive Course, the hand book* (Price, .54); *Student's Work Sheets*, a pad of business forms. (Price, .54)

Good Penmanship is essential in commercial studies.

BUSINESS LAW

GRADE XI (One Unit)

Texts: Falconbridge and Smith: *Manual of Canadian Business Law*, New Western Edition. (Price, .90)

GEOGRAPHY

GRADE X—GEOGRAPHY (One Unit)

A study of the commercial geography of the British Empire, stressing the following topics:

- (a) Reasons for Britain's commercial greatness.
- (b) The importance for world trade of the products of the most outstanding members of the British Commonwealth of nations.
- (c) The principal products: manufactures, exports and imports of Canada.
- (d) The commercial and industrial development of Manitoba. Visits should be made where possible to industrial and commercial centres.

Together with this work, the student should review the sections of general geography relating to:

- (a) The location of the important commercial centres, of the transportation and trade routes, and of the production areas studied. For this purpose, mimeographed world maps will be found useful.
- (b) Climate: Factors that affect climate, such as latitude, altitude, mountains, prevailing winds, nearness to large bodies of water.

Text: Cornish: *Geography of Commerce for Canadians*. (Price, .90) (Part III of this book.)

References for teachers:

Stull and Hatch: *Our World To-day*. (Price, 3.10)

Canada Handbook, 1940, obtainable from Dominion Bureau of Statistics, Ottawa. (Price, .10)

GRADE XI—GEOGRAPHY (One Unit)

This course is intended to acquaint Grade XI students who are leaving High School, with:

- (a) The main raw materials of world commerce, including an understanding of their relative importance in world trade. This topic will include discussion of important examples drawn from the animal, vegetable and mineral fields.
- (b) The most important manufactured commodities of world trade in conjunction with the raw materials mentioned in the preceding section. Here also, students will be expected to have a knowledge of the countries of origin, methods of production, and amount of import and export trade for the various world commodities.
- (c) The leading commercial centres of the world and their relative importance.

- (d) The main transportation and trade routes of the world. Several mimeographed world maps will be required for each student for the study of these last two topics.

Text: Cornish: *Geography of Commerce for Canadians*. (Price, .90) Sir Isaac Pitman & Sons (Canada), Ltd., Toronto, Second Edition (Revised).

Reference for Teachers: *Canada, 1940, The Official Handbook of Present Conditions and Recent Progress*, obtainable from Dominion Bureau of Statistics, Ottawa. (Price, .10)

GRADE XII—GEOGRAPHY

Note—This course is an option for Women Teachers, and if elected it must be taken with Grade XII History B.

Text: Huntingdon and Cushing: *Principles Of Human Geography*. (Price, 4.50)

Teachers are advised to read Brunhes: *Human Geography*. (Price, 6.00)

HOME ECONOMICS

(Information supplied by the Department upon request.)

(See Section 7, page 59)

GRADES X, XI (Total, two Units)

PRACTICAL ARTS

(Information supplied by the Department upon request.)

(See Section 7, page 59)

GRADES X, IX (Total, Two Units)

VOCATIONAL CORRESPONDENCE

GRADES X, XI (Three Units)

Full information concerning the work offered in Vocational Correspondence may be had by writing to the Director of Technical Education, Department of Education, Winnipeg.

DEPARTMENTAL CORRESPONDENCE COURSES

Grades I to VIII

The Department of Education offers free correspondence instruction for pupils in Grade I-VIII living at least three and one-half miles from their nearest rural school provided that it is impossible for them to receive classroom instruction.

Lessons are also available, free of charge, to pupils in these grades who are unable to attend school on account of physical disability. It is expected that in such cases the local schools will assume responsibility for the correction of exercises and tests of pupils who live less than three and one-half miles from school.

Before an application can be accepted from a pupil in the elementary grades satisfactory arrangements must be made for some qualified person to act as his or her supervisor.

Grades IX to XII

Correspondence courses are offered in the following subjects of Grades IX, X, XI, and XII.

Grade IX	Grade X	Grade XI	Grade XII
Spelling	Spelling	French	Composition
Literature	Literature	Latin	The Drama
Composition	Composition		The Novel
Grammar	History		Poetry
History	Algebra		History
Mathematics	Geometry		Mathematics A
Science	Biology		Mathematics B
Physical	Physical		*Chemistry
Education	Education		*Physics
Latin	Latin		Latin
French	French		French
Music	Bookkeeping		
Art	Business		
Bookkeeping	Arithmetic		*Theory only.
Business	Geography		
Arithmetic			

The courses in Grade IX, X, XI, and XII subjects are available to students who live in districts in which the local schools do not offer instruction in the work of the grades for which they wish to enrol and to those who are unable to attend school on account of physical disability or any other reason approved by the Department.

With the approval of their principal, students attending a secondary school who wish to study any of the above subjects not taught by their school may enrol for correspondence instruction in them.

For regulation governing teaching of foreign languages in the smaller schools see pages 19 and 75.

Fees for Courses

The fees for each year's work in Grades IX and X, respectively, are as follows:

Registration.....	One Dollar
Lessons.....	Five Dollars
Correction of Tests and Term Examinations.....	Ten Dollars

All fees for resident Grade IX students attending school and taking the work of this grade for the first time must be paid by the School District (Public School Act, Sec. 162(s)), but the fees for Grade IX repeaters, Grade IX home study students, and *all* Grade X students must be paid by such students or their parents.

Except in very special cases requiring Departmental approval, Grade IX tests and term examinations must be corrected by the teacher of the local school. In most cases all the tests and term examinations written by Grade X students will be corrected by the Correspondence Branch, but properly qualified teachers may correct some of this work if granted permission to do so by the Department.

To assist rural teachers who are responsible for Grade IX instruction, correspondence lessons are available at a fee of Five Dollars.

The fee charged for a complete Grade XII course, except Practical Chemistry and Practical Physics, is Fifty Dollars. The work in Practical Chemistry and Practical Physics must be taken at Summer School or in a school properly equipped to give instruction in the Grade XII practical sciences. A scale of fees for individual subjects will be supplied on request.

Full information concerning all correspondence courses offered by the Department may be obtained by writing the Director of Correspondence Instruction, Department of Education, Winnipeg, Manitoba. The Grade or Grades for which information is desired must be stated.

TIME TABLE—EXAMINATIONS, JUNE, 1941

9.00-12.00 A.M.

2.00-5.00 P.M.

MONDAY, JUNE 16th

Paper Number

- 1—Grade XII English B (The Drama).
- 2—Grade XI Literature.

Paper Number

- 3—Grade XII History A (Modern).
- 4—Grade XII Geography (Principles of Human Geography).

TUESDAY, JUNE 17th

- 5—Grade XII History B (Constitutional History).
- 6—Grade XII Physics.
- 7—Grade XI Composition.

- 8—Grade XII Trigonometry.
 - 9—Grade XI Latin.
 - 10—Grade XI Spelling Supplemental.
- 1.00-2.00 p.m.

WEDNESDAY, JUNE 18th

- 11—Grade XII Mathematics A (Algebra, Geometry, Trigonometry).
- 12—Grade XII Algebra.
- 13—Grade XI Algebra.

- 14—Grade XII German A (Authors and Practice).
- 15—Grade XI German.
- 16—Grade XI Greek.
- 17—Grade XI Icelandic.
- 18—Grade X Bookkeeping.

THURSDAY, JUNE 19th

- 19—Grade XII Optional English E (Prose).
- 20—Grade XII Optional French C.
- 21—Grade XII Latin A (Authors and Practice).
- 22—Grade XI French.

- 23—Grade XII English C (The Novel).
 - 24—Grade XI French Option.
 - 25—Grade XII Spelling Supplemental.
- 1.00-2.00 p.m.

FRIDAY, JUNE 20th

- 26—Grade XII Mathematics B (Algebra, Geometry, Trigonometry).
- 27—Grade XII Analytic Geometry.
- 28—Grade XI Geometry.

- 29—Grade XII Optional English F (Poetry).
- 30—Grade XII Optional French D.

MONDAY, JUNE 23rd

- 31—Grade XII English D (Poetry).
- 32—Grade XI History (Canadian History and Economics).

- 33—Grade XII English A (Composition).
- 34—Grade XI Agriculture.

TUESDAY, JUNE 24th

- 35—Grade XII French A (Authors and Practice).
- 36—Grade XI Physics.

- 37—Grade XII French B (Authors and Practice).
- 38—Grade X Arithmetic.

WEDNESDAY, JUNE 25th

- 39—Grade XII Chemistry.
- 40—Grade XI Chemistry.

- 41—Grade XII Latin B (Authors and Practice).
- 42—Grade XI Geography.

THURSDAY, JUNE 26th

- 43—Grade XII German B (Authors and Practice).

THE HOURS FOR EXAMINATIONS FOR GRADES XI AND XII ARE 9.00 TO 12.00 IN THE MORNING, AND 2.00 TO 5.00 IN THE AFTERNOON, UNLESS OTHERWISE STATED.

For the examination in Geometry candidates shall provide themselves with a ruler, pair of compasses and protractor.

Booklets, blotters and other necessary stationery will be provided by the Department. Candidates shall provide their own pen holders, pen points, pencils and other necessary supplies. Ink shall be supplied by the local school board.

Candidates writing the examination in Trigonometry shall provide their own Mathematical tables. These tables must be satisfactory to the presiding examiner and the Examination Board and shall not contain any written work of any kind.

SCHOLARSHIPS AND PRIZES

ISBISTER MATRICULATION SCHOLARSHIPS

Scholarships offered by the University and known as the Isbister Matriculation Scholarships are provided in part from an endowment fund given to the University many years ago, under the terms of the will of the late Dr. A. K. Isbister.

Students who desire to compete at the June Examinations of Grade XI for Isbister Matriculation Scholarships must complete special application forms for Scholarship Candidates, to be obtained from the Secretary of the High School Examination Board. They must also secure the recommendation of their Principal to enter as Isbister Scholarship candidates.

The Isbister Matriculation Scholarship award will in future be based upon the examination grades in the following subjects (eight in all): English Literature, Composition, Canadian History and Economics, Algebra, Geometry, and either three languages or two languages with Physics or Chemistry, or one language with both Physics and Chemistry. **To be considered in the competition for scholarships a candidate must not only be recommended therefor by his principal but must also write all the required papers of Grade XI at the one examination. To anticipate a part of the Grade XI examination at an earlier examination session or to accept school recommendation in a subject or subjects, even if the regulations otherwise permit it, will debar from scholarship competition.**

The cash award of \$50.00 which is made annually to twelve winners of Matriculation Scholarships will be paid in two equal instalments on the first Monday in November and the first Monday in February, if the winners are in attendance at the University on the respective dates.

A plan for the award of Matriculation Scholarships has been adopted by the Senate of the University and approved by the Board of Governors, as follows:

1. That for this purpose the Province be divided into nine (9) districts, as follows:

District No. 1—Inspectorial Divisions Nos. 1, 2, 3, 5 and 24, including at the present time the following schools: Alonsa, Arden, Austin, Benito, Bield, Bowsman, Dauphin, Durban, Ethelbert, Flin Flon, Gilbert Plains, Gladstone, Glencairn, Glenella, Glenholm, Goose Lake (Roblin), Grandview, Inglis, Iris, Kenville, Langruth, Laurier, MacGregor, Makaroff, Makinak, Mineral Creek, Minitonas, Mossey River, Ochre, The Pas, Pine River, Plumas, Rosamond, Shellmouth, Sidney, Swan River, St. Rose, Tanner, Westbourne, Wilson River, Winnipegosis, Wycliffe.

District No. 2—Inspectorial Divisions Nos. 4, 6, excepting the Rural Municipality of Hamiota, including at the present time the following schools: Angusville, Basswood, Bethany, Binscarth, Birtle, Eden, Elphinstone, Erickson, Foxwarren, Franklin, Grey, Islay, Kelwood, Lake, Strathclair, McConnell, Minnedosa, Neepawa, Newdale, Oakburn, Rapid City, Roseneath, Rossburn, Russell, Solsgirth.

District No. 3—Inspectorial Division No. 7 and the Rural Municipalities of Miniota and Hamiota, including at the present time the following schools: Arrow River, Beulah, Crandall, Decker, Ebor, Elkhorn, Griswold, Hamiota, Harding, Hargrave, Isabella, Kenton, Lenore, Manson, Miniota, Oak Lake, Oakner, Pipestone, Reston, Rutherglen, Sinclair, Virden, Woodnorth.

District No. 4—Inspectorial Divisions Nos. 9, 10, including at the present time the following schools: Boissevain, Cartwright, Clearwater, Crystal City, Dand, Deloraine, Deleau, Elgin, Elva, Fairfax, Greenfield, Hartney, Holmfild, Killarney, La Riviere, Lauder, Lennox, Lyleton, Manitou, Medora, Melita, Minto, Mountainside, Napinka, Ninga, Pierson, Pilot Mound, Roseberry, Snowflake, Tilston, Waskada, Waterloo.

District No. 5—Inspectorial Divisions Nos. 8, 11, including at the present time the following schools: Alexander, Altamont, Baldur, Belmont, Brandon, Brookdale, Carberry, Cardale, Carroll, Cypress River, Douglas, Glenboro, Holland, Justice, Kemnay, Nesbitt, Ninette, Notre Dame de Lourdes, Oak River, Richard, Rivers, Roseberry, Rugby, Souris, Swan Lake, Stockton, Wawanesa, Wellwood.

District No. 6—Inspectorial Divisions Nos. 12, 13, 17, including at the present time the following schools: Brunkild, Carman, Charleswood, Graysville, Grosse Isle, High Bluff, Lowe Farm, Miami, Morris, Myrtle, Oak Bluff, Oakville, Phoenix, East Poplar Point, Portage la Prairie, Rathwell, Rosebank, Roseisle, Roland, Sanford, Sperling, Starbuck, St. Charles, St. Claude, St. James, St. Jean, St. Norbert, St. Vital, Treherne, Tuxedo, Wingham.

District No. 7—Inspectorial Divisions Nos. 14, 15, 16, 18, including at the present time the following schools: Altona, Darlingford, Dominion City, Elm Creek, Elie, Emerson, Greenridge, Gretna, Happy Thought, Hazelridge, La Broquerie, Letellier, Lindal, Lorette Centre, Morden, North Plympton, Norwood Grove, Pine Creek, Plum Coulee, Purple Bank, Ridgeville, Steinbach, St. Adolphe, St. Agathe, St. Anne, St. Boniface, Transcona, Vita, Wellington, Winkler.

District No. 8—Inspectorial Divisions Nos. 19, 20, 21, 22, 23, including at the present time the following schools: Arborg, Balmoral, Beausejour, Brooklands, Cloverdale, Eriksdale, Fort Garry, Garson, Gimli, Glenlawn, Grahamdale, Gunton, Gypsumville, East Kildonan, North Kildonan, West Kildonan, Lac du Bonnet, Ladywood, Lockport, Lundar, Moosehorn, Pine Falls, Pointe du Bois, Riverton, Rosser, Selkirk, Steep Rock, Stonewall, Stony Mountain, St. Andrews, St. Laurent, West St. Paul, Teulon, Tyndall, Warren, White-mouth, Whytewold Beach, Woodlands, Winnipeg Beach.

District No. 9—City of Winnipeg.

2. That in each of the Districts Nos. 1 to 8 there be offered for competition each year at the June examination of Grade XI in the Matriculation Course two scholarships to be awarded to the student ranking first and the student ranking second respectively from the Schools of the District on the aggregate marks of the scholarship papers of the examination, the first scholarship to consist of \$50.00 from the Isbister Trust Revenue and remission of tuition fees by the University for one academic year in the Faculty of Arts and Science, or a monetary equivalent with respect to tuition in another faculty of the University; the second scholarship to consist of remission of tuition fees by the University for one academic year in the Faculty of Arts and Science or a monetary equivalent with respect to tuition in another faculty of the University.

3. That in District No. 9 there be offered for competition each year at the June examination of Grade XI in the Matriculation Course eight scholarships, four of them consisting each of \$50.00 from the Isbister Trust Revenue and remission of tuition fees by the University for one academic year in the Faculty of Arts and Science or a monetary equivalent with respect to tuition in another Faculty of the University, to the four students ranking highest from the schools, preparatory institutions and affiliated colleges of the District on the aggregate marks of the entire examination, and four of them consisting each of remission of tuition fees by the University for one academic year in the Faculty of Arts and Science or a monetary equivalent with respect to tuition in another faculty of the University to the four students ranking next highest from the aforesaid schools, preparatory institutions and affiliated colleges on the aggregate marks of the entire examination.

4. That the money payment in connection with a first scholarship be made in two moieties, on the first Monday in November and the first Monday in February respectively of the first annual session of the attendance of the winner at the University or an affiliated College after the award, provided the scholarship has not lapsed.

5. That a scholarship be not held to be forfeited if not taken advantage of during the University session immediately following the award but will, on due notice being given, be held over for one year, and may be further extended for cause at the discretion of the Board of Governors. If, however, no extension is granted, it will be held to have lapsed.

6. That the winner of a scholarship in any district be required before the scholarship is paid to him or the remission of fees thereunder accorded, to submit evidence that he has attended a school in the district for the greater part of the preceding school year, such evidence to be in the form of a certificate to that effect from the principal of such school or an inspector of schools in the district.

7. The amounts stated above for the cash payments in connection with Isbister Matriculation Scholarships are the maximum amounts which the payments will not, in any event, exceed. Owing to the depletion of the Isbister Trust Fund, and, until this fund has been completely restored, no assurance can, however, be given that the award of any of these scholarships, if made, will carry with it the payment of anything more than a nominal, if any, amount in cash.

8. The plan outlined above applies only to the June examination in each year conducted by the Manitoba High School Examination Board.

MANITOBA DIAMOND JUBILEE PRIZE IN CANADIAN HISTORY

As a memorial of the sixtieth anniversary of the creation of the province of Manitoba and for the encouragement of the study of Canadian History in the high schools of the province, the publishers of the Diamond Jubilee Memorial volume have established a prize which for the present will be offered to the student obtaining the highest standing at the annual June Examination in Canadian History of Grade XI. This prize amounting to Twenty Dollars (\$20.00) will be awarded each year by the University Council on the report of the examiners in History of the Manitoba Examination Board.

To be eligible for this award the candidate must have written a complete Grade XI Departmental examination in all subjects required of him.

MANITOBA SCHOLARSHIPS **(Tenable in the University of Manitoba)**

For full information in respect to these scholarships, teachers and students should write to the Registrar, Department of Education, or to the Registrar, University of Manitoba, Winnipeg, Manitoba.

DEPARTMENT OF EDUCATION SCHOLARSHIPS

(a) Dr. W. A. McIntyre Memorial Scholarships for Teachers Attending Summer School;

(b) B. J. Hales Entrance-to-Normal Scholarships;

(c) Roger Goulet Entrance to Grade XI or Grade XII Scholarships;

(d) Correspondence School Scholarships.

For full information regarding the above scholarships, teachers and students should write to the Registrar, Department of Education.

NORMAL SCHOOLS

CONDITIONS OF ADMISSION

1. The academic requirement for admission to the Normal School is Grade XII standing clear of all conditions (minimum 50% in each paper), with an average on the first examination of not less than 60% in the prescribed English and 55% in the other subjects as a group. Those who do not attain the above standing in English subjects at the first time of writing will be required to rewrite any English papers on which their marks are below 60% and to secure at least 60% in each of these papers. Those who do not attain an average of 55% in the other subjects as a group, at the first time of writing, will be required to re-write any of the papers of this group in which their marks are below 55% and to secure at least 60% in each of these papers. In addition, candidates must have met the requirements for Grade XI Normal Entrance (Preparatory to Grade XII Normal Entrance).

The above is the recognized standard for admission and in every case preference will be given to those who meet these requirements. However, students may apply who have attained the **minimum** standard set out in the paragraph below, and if there is accommodation consideration will be given to their applications:

The **minimum** academic requirement entitling a student to apply for admission to the Normal School will be Grade XII standing clear of all conditions (minimum 50% in each paper), with an average on the first examination of not less than 55% in the prescribed English and 55% in the other subjects as a group. Those who do not attain this average in the English subjects as a group may meet the **minimum** requirements by re-writing any English papers on which their marks are below 55% and obtaining at least 60% in each of these papers. Those whose average on the other subjects as a group is less than 55% may meet the **minimum** requirements by re-writing any papers of this group on which their marks are below 55% and obtaining at least 60% in each of these papers. In addition, candidates must have met the requirements for Grade XI Normal Entrance (Preparatory to Grade XII Normal Entrance).

Students who wish to apply for admission to Normal School on standing secured in First Year University Arts or Science must have completed the following: 4 units English; 4 units Mathematics; 4 units Science; 4 units Foreign Language; 4 units Optional; and must have an average of 67% (1B standing). Such candidates also must have met the requirements for Grade XI Normal Entrance (Preparatory to Grade XII Normal Entrance).

2. Applications must present statutory declaration from parent or guardian that they will be eighteen years of age before completion of the Normal School course.

3. All applications should be sent as early as possible. Students intending to write Grade XII in June may send in their applications at any time. These will be held and considered as soon as the results of the examinations are made known. Under no circumstances will any application received at the Department after August 15th, be considered.

4. All applications must be approved by the Special Committee appointed by the Minister to deal with Normal School Admissions. Applicants will be judged strictly on their merits. The Committee reserves the right to refuse admission to any applicant.

5. Applicants must comply with all the requirements of the Department as set forth in the General regulations herein.

LOCATION OF NORMAL SCHOOL

Subject to the number of applications received the Normal School courses will be offered at Brandon and Winnipeg, and will extend from September to June, inclusive. Applicants living in the western part of the Province will be expected to attend Brandon Normal and those in the eastern part, Winnipeg Normal, but the Department reserves the right to apportion students to whichever Normal School may seem desirable.

Stewart 25¢
 Hulchen 40¢
 Bookkeeping 40¢
 Watson 50¢

(25 + 25)

GENERAL INFORMATION

1. Each applicant whose admission to Normal School classes has been approved by the Committee will receive early in August, a letter of admission which must be handed to the Principal on the opening day of the Session. The student will not be admitted without it and must report promptly or will forfeit his place. The Department must be notified immediately if he is unable to attend, in order that his place may be assigned to another applicant. This letter is not good for admission to any other Session.

2. Students on entering Normal School may be tested on their knowledge of the subjects of the elementary school curriculum, namely, English, including Silent and Oral Reading, Grammar and Composition; Arithmetic, including Calculation, Mental Arithmetic and Problems; History, British and Canadian; and Geography. Any students who do not reach the required standard will be required to withdraw. Students should prepare themselves in advance for these tests.

Students who cannot speak English fluently and correctly will be required to withdraw.

3. It is the desire of the Department that as early as possible in the session any student who is not likely to be successful in the Normal School should be advised to withdraw in order that unnecessary expense may be avoided. This does not mean, however, that students staying for the full year will necessarily receive a certificate.

4. During the first term of the session physicians appointed by the Department will conduct a medical examination of all students to determine their physical fitness for the teaching profession.

5. Students must be prepared to give all their time and energy to the work required by the School.

FEEES

The fee for the Normal School course is \$100.00. \$60.00 of this fee is payable at the Department on or before August 1st. The balance of the fee, \$40.00 is payable at the Principal's office immediately after the Christmas vacation. The Principal has instructions from the Department not to admit any student to classes without payment of the fee.

A library fee of \$5.00 will be charged each student and must be paid along with the first payment to the Department. With the library facilities thus afforded the additional cost to the student for books will be reduced to approximately \$5.00. Students should bring for reference all public school text books which they have.

Students' activities and the amount of the fee required for the same will be determined by the students' organization with the approval of the Faculty.

GRANTING OF TEACHERS CERTIFICATES

Successful Normal School students are recommended to the Department of Education for an interim teaching certificate.

Before being granted a Permanent Teaching Certificate, teachers are required to comply with the regulations regarding Summer School courses, teaching experience and further academic or professional studies as prescribed by the Minister. Further information concerning the Certification of teachers is obtainable from the Registrar's office, Department of Education, Legislative Building, Winnipeg.

FIRST CLASS GRADE "A" CERTIFICATE

The regulations governing First Class Grade "A" Certificates are revised to read as follows, and will be effective October 1st, 1940:

Teachers who hold First Class Grade "B" Certificates may be granted First Class Grade "A" Certificates upon presenting to the Department of Education official evidence of having completed at the University of Manitoba, under its ordinary regulations, (or by means of an equivalent course at another accredited University), 8 units from the following:

English II.....	4 units	Physics II.....	4 units
History II.....	4 "	French II.....	4 "
Mathematics II.....	4 "	German II.....	4 "
Chemistry II.....	4 "	Latin II.....	4 "

FIRST CLASS GRADE "B" CERTIFICATE

1. Effective October 1st, 1940, the Second Year University subject formerly prescribed for credit towards a permanent First Class Grade "B" Certificate will not be required. This change in the regulations applies to all teachers proceeding with the work leading to a permanent First Class Grade "B" Certificate, regardless of the year in which they took their Normal School training.

2. Effective October 1st, 1940, teachers whose average on the Grade XII examinations was less than 60% and who for this reason were advised that it would be necessary for them to complete four additional units of Grade XII or Second Year University work, will be relieved of this requirement. This change in the regulations applies to all teachers, regardless of the year in which they took their Normal School work.

FACULTY OF EDUCATION

University graduates desiring to enter the teaching profession may obtain information regarding the course of training by applying to the Registrar, University of Manitoba, Winnipeg. The academic requirement for admission is a degree in Arts or Science from a recognized University. Those holding other degrees may be required to do additional academic work in order to obtain a collegiate license.

THE STUDY AND PRACTICE OF NURSING

Students looking forward to the study and practice of nursing should follow either the Normal Entrance or Matriculation Course. They should take Chemistry and Physics, and in addition would be well advised to elect Latin. Students who desire to be eligible at the end of Grade XI to apply for admission to a training school for nurses, should write the Grade XI Departmental examinations. However, students who are recommended for Grade XI standing under the regulations governing Accredited Collegiate Institutes are eligible to apply. Students who plan to take Grade XII before applying for admission to a training school for nurses may be promoted from Grade XI to Grade XII on the recommendation of the Principal and Inspector of any secondary school.

